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ABSTRACT

The events of the tenth anniversary celebration of the Open Corridor program in New York City schools are presented in this publication. These events include: a tribute to Lillian Weber, a case history of the implementation of an open education program in a specific New York City public school, a description of community involvement efforts, addresses by leaders of Open Corridor offshoot programs and presentations on reading in the open classroom and developing teacher centers. In addition, salutes from city government officials, educators and parents, as well as a breakdown by date of various Open Corridor events from 1968 to 1978, are included. (PR)

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changing schools:

OPEN CORRIDORS AND TEACHER CENTER

EDITED BY RUTH DROPKIN

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Editor's Note:

A small miracle--the survival of the Open Corridor Program in New York City public schools--was cause enough for a two-day celebration last April. More than 350 people joined conducted tours of some 15 schools in Manhattan to see the Corridors in action, then proceeded to the host school, P.S. 84, to hear reminiscences by representatives of the program's first ten years and later that evening, sat down with several hundred community friends to enjoy a gala buffet dinner prepared by Corridor parents. The following day featured presentations and discussions on Corridor and Teacher Center-related issues, held at the Workshop Center, the major offshoot of the program.

In this publication we present excerpts from the tenth anniversary events as well as some material produced for the occasion. Special greetings are framed in boxes, and descriptive statistics about the program's history are summarized in the Appendix. Readers who would like to explore the Corridor further are directed to the last four numbers of NOTES FROM WORKSHOP CENTER, the program's quarterly journal, which were devoted to a full-length treatment of ideas and products of the Open Corridor program and the Workshop Center for Open Education.

Contents

TO LILLIAN WEBER 3
Irving Anker, Frank J. Macchiarola

HISTORY OF A SCHOOL 4
Eda Green Krantz, Luis Mercado

CITY COLLEGE'S MISSION 8
Robert E. Marshak

BUILDING SCHOOL COMMUNITIES 9
Lillian Weber, Marian Brooks, Miriam Dorn, Jack Isaacs, Lenore Engle, Barbara Fennell, Mary Jane Lewis, Nancy Nilson, Helen Flamingo Lelia Gidumal, Ed Boden, Samantha Fennell, Alexander Carney

A VIABLE CAUSE 19
Charles Wilson

OPEN CORRIDOR OFFSHOOTS 20
Georgia Delano, Bette Korman, Roberto Fuentes, Luisa Fuentes, Ann Hazlewood, Wilma Heckler, Van Richardson, Nancy Schaffer, Howard Berger, Deborah Meier

AN EXAMPLE FOR ALL 29
Gary Sykes

READING IN THE OPEN CLASSROOM 30
Vivian O. Windley, Edward Chittenden Lillian Weber

THE OLD AND THE NEW 37
Sy Fliegel

DEVELOPING TEACHER CENTERS 38
Georgia Delano, Stanley Chu James Neujahr, Kathleen Devaney

THIS IS THE PLACE 45
Ruth Messinger

THE FIRST 10 YEARS: A SALUTE 46
Sid Morrison, Joan Carney,
Charles E. Silberman,
Vito Perrone, Martha A. Norris

LOOKING AHEAD 47
Doyle M. Bortner

APPENDIX: Open Corridor Schools, 51
Past and Present
Funding Sources
People Served, 1968-1978
Themes and Issues
A Representative Staff, 1974-1975
Index to NOTES, 1972-1977

CENTER PUBLICATIONS 68

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TO LILLIAN WEBER

on the 10th anniversary of the Open Corridor program

Your pioneering efforts in adapting a program that was incubated in the exigencies of another society in another country to the needs of American children was a watershed moment in the history of education. The Open Classroom introduced a creative new concept through early childhood education, and through your efforts enriched the entire educational process.

Irving Anker
Departing Chancellor
New York City Public Schools

* * * * * * * *

I--and the children of New York City--rely upon your excellent work to advance the quality of education in our school system.

Frank J. Macchiarola
Incoming Chancellor
New York City Public Schools

* *

History of a school

EDA GREEN KRANTZ

The following is a bare-bones outline of the development of Open Education at P.S. 75, Manhattan.

I. THE WAY IT WAS: Pre-1969

A. P.S. 75, a traditional school
   1) Rigid standardized curriculum
   2) Emphasis on drill and workbooks
   3) Parent participation extremely limited

B. Teachers' strike, Fall 1968: Parents help to keep school open, start to seek a better way to educate children
   1) A to Z report describes aspirations
   2) Parents and teachers research various educational innovations; decide Open Corridor meets needs best

C. Attempts to bring program to P.S. 75
   1) Meetings between parents, teachers, and Lillian Weber
   2) Visits to P.S. 84 (where program already existed): meetings with P.S. 84 parents and teachers
   3) Petitions, discussions, persuasion: among parents, with acting principal, local school board, local superintendents

D. Permission granted June 1969 for program to start September 1969

II. GROWTH AND DEVELOPMENT: September 1969-June 1972

A. The first year, 1969-70
   1) Begins with 2 Kindergartens, 2 first grades; 3rd first grade soon added

2) Parents and teachers volunteer for program
3) Parents and teachers join to move funiture, improvise equipment, scrounge for supplies
4) Educational change introduced slowly; Advisors from City College act as facilitators
5) Parent Open Corridor Support Committee formed to support program and provide information about it

B. The second year, 1970-71
1) Luis Mercado becomes Community Principal, committed to the idea of Open Education
2) Program expanded to include 4 Ks, 4 1s, 4 2s
3) Group of upper grade teachers makes first attempt at Open Education for older children
4) Bilingual program begins; not included in Open Corridor at this time; plans made to include it in future
5) Open Library starts in afternoon, permits children to read, browse, research without whole-class visits
6) Advisors and Open Corridor Support committee continue their work; teachers continue attending workshops
7) Spring questionnaire finds 80% of parents are satisfied with their children's education in program

C. The third year, 1971-72
1) Program now includes 13 classes from K to 3
2) Entire 3 class a Bilingual program
3) Four upper classes, none called Open Classrooms
4) Open Library extended to whole day
5) Advisors and Open Corridor Support Committee continue
6) Teachers and Writers' Collaborative joins P.S. 75 community; work integrated into curriculum; serves classes from entire school, not just Corridor program. (This will also be true of all future special programs.)

III. "TEACHERS ARE NOT INTERCHANGEABLE PARTS," September 1972

Over the preceding two years several teachers with special training chosen by and for P.S. 75 because they filled school's needs. Central Board tries to replace these teachers with others who have seniority. Parents take strong action; "our" teachers remain.

IV. THE OPEN CORRIDOR COMES OF AGE, September 1972-June 1975

A. Corridor classes stabilize at about 75% of school
   1) Include grades K-6
   2) Include all Bilingual classes

B. Family Grouping (Vertical Grouping)
   1) Each class includes 2 or 3 grades
   2) Various combinations of grades tried to find those that work best

C. P.S. 75 develops reputation as a model city school
   1) Beacon Light designation, Fall 1972
   2) Colleges eager to send us student teachers
   3) Special Purpose Grant to expand Open Library, considered unique among elementary schools in New York City
   4) Visitors flock from around USA and world

D. Special programs come to P.S. 75
   1) Teachers & Writers continues
   2) G.A.M.E.
   3) Federal Hall
   4) FREE
   5) AGE

E. Deeper development of skills and curriculum within a broad based theme or interest area, for example, Native Americans, Medieval Fair, Flight Project

F. Advisors from City College, now Workshop Center for Open Education, continue to support teachers' growth and development; now joined by "in-house" advisors: P.S. 75 teachers trained to advise while they continue to teach in school

G. Open Corridor Support Committee runs series of parent workshops on different aspects of the Corridor program

H. Open Space: Plans made and approved for renovating school to meet physical needs of Open Education which teachers had long been improvising: to provide flexible space, areas for different activities; to enable children to do different kinds of things at same time without disturbing each other

I. First graduation, June 1975: Sixth graders who have been in Open Corridor classes from first grade on

V. CRISIS AND RECOVERY, September 1975-Spring 1978

A. Huge budget cuts, Fall 1975
   1) Loss of many Corridor teachers
      a) Corridor classes reduced to 11 in grades 1-4, plus six classes in Bilingual program
      b) Parents and staff protest cuts and "bumping." Teachers return to school by November, but are excessed again in Fall 1976
   2) Funds lost for "in-house" Advisors
   3) Freeze on capital funds dooms Open Space renovation

B. Parent Sit-Ins
   1) Parents move into schools to protest and forestall Central Board attempt to close school twice weekly at 2:15

C. Fall 1976: Corridor restored to upper grades -- 17 classes, including 5 Bilingual. However, school now shortened to 2:15 twice a week

D. Fall 1977: 17 Corridor classes, including 5 Bilinguals, about 60% school; full school day restored

E. Recent Programs and Projects
   1) Continuing programs: Teachers & Writers, G.A.M.E., AGE
   2) Music Program: TEAM, Operas, Chorus
   3) Mural in small yeard
   4) Mini-Magnet: Arts, Movement, Math and Science
   5) All-Day Kindergarten
   6) SCCAADSS: Three-class joint project to study all aspects of city life

F. Extraordinary efforts by entire school community maintain quality education. Both Corridor program and entire school continue to mature and develop.

Eda Green Krantz is a longstanding member of the Parents Association of P.S. 75.

LUIS MERCADO

In 1970, the bilingual program was too weak to operate as an independent unit. We had a lot of turnover that first year, for one thing. We needed to work with people who would support our concepts about bilingual education and we needed a place in which to train our people to work that way. The place that seemed to have the most positive feelings towards bilingual education--or at least did not resist the concepts of bilingual education--was the Open Corridor Program. The parents association--those parents who were supporting the Open Corridor--felt that there was nothing inconsistent about that. So I made it one of the conditions of my support for the Open Corridor Program that I would also support the bilingual education program, that you couldn't have one without the other. I thought both programs were good for children.

Luis Mercado has been the principal of P.S. 75 since 1970.

CITY COLLEGE'S MISSION

To the extent that the Open Classroom, the Open Corridor, the Workshop Center for Open Education, have involved neighboring schools, have involved the various ethnic communities in this city, have really made everyone aware of the deep commitment of our School of Education and the College to providing good education for our young people--to that extent is your work in line with what we call our mission: As a public institution of higher learning, we must give recognition to the needs of our multiethnic population in New York City.

I wish a happy ten year birthday to you for having done so well during the first decade, for having involved so many people, for having generated so much enthusiasm and so much rethinking about elementary education and the possibilities even at the secondary level.

Robert E. Marshak
President
The City College of the
City University of New York

Building school communities

LILLIAN WEBER, *FOUNDER, OPEN CORRIDOR PROGRAM*

Today we celebrate the culmination of ten years of cooperative effort in the building of communities--communities based on the belief that compulsory education must be interpreted not only as compulsory attendance but as an obligation on all to support the best development of each child.

Building communities has turned out to be a hard job and one of slow growth. What was clear to all the participants was that they would have to stop being adversaries: teachers vs. children, parents vs. children, principals vs. teachers, teachers vs. paraprofessionals. In the early years of the Open Corridor Program, the polarity between teachers and parents was enormous, principals were often regarded by teachers as enemies, supervisors were viewed with unease: Were they coming in to see if the bulletin board was right or were they coming in to help the teacher in establishing a better, more fruitful relationship to children?

I speak with great compassion for the teachers who were alone in a classroom with the door closed, since parents weren't coming in to help them or even to criticize them, and principals and supervisors came in only to rate them. Of course, I'm generalizing, and those of you who are marvelous principals will forgive me, I hope. The picture was one in which closed doors isolated teachers from other teachers. Once you had your degree and were facing the classroom, you had to live or die by whatever it was that you had. You were not able to interact freely with other teachers and say, "How do you handle that problem?" or "What you have in your room is pretty nice. How can we get together so I could learn from you, and you from me?" As for the children, with a thousand children in a school, each child was expected to sit at his own desk. Helping another child--or being given help--was considered cheating; cooperative relationships in which children helped each other were not encouraged or expected. At best, the child's role was to take in what the teacher was giving out. While that could be marvelous stuff, what was tested was simply how he had taken it in. No one asked a child: How did you arrive at such an

answer? or Did you think of another thing? or, What can we do to include your ideas in what we're presenting?

In all these ways we had a situation in which the school as social institution was not acting in a socially supportive fashion to the people who were using it. Now, we made the following proposition: We would change that situation by creating a new structure within the old--the Open Corridor. Teachers who wanted to begin to work together would be placed near each other. Consent of the parents and the principal was necessary, and indeed parents were even initiators. Any change in school organization would certainly call for the principal's creative contribution as well as his permission. The principal, remember, was not a free agent in this situation. He too is subject to control from a district office, if not from a central office. It's true that today we receive praise from a district superintendent and from the outgoing Chancellor; we listen to greetings from our brand-new Chancellor. All this represents the fact that the structure we set out to change was not a solid building. There were cracks in that building representing people who were unhappy with the situation of isolation and the adversary relationship.

Let's look a moment at the components of a community. In the first place, teachers must be allowed and encouraged to make decisions, not in the sense that teachers or, for that matter, children may do whatever they want, but that teachers may be freed for the essential act of teaching, which is to make an intelligent response to children and to take responsibility for the classroom environment. Teachers must be freed to make proposals as well as to discuss proposals made to them and to develop these as they are applied to classrooms.

When we started out we had no real idea of what would work or of what was possible for a given teacher. Furthermore, what was possible in one place was not possible in another. The key point in beginning any change was a willingness to look at one's work. Teachers had to be willing--and they were--to consider whether or not their work met the obligations of being the best possible support for the children. Reflection and assessment became part of our work. Another aspect was seriousness: we believe that there is a seriousness to the content and process of teaching.

The Open Corridor meant that teachers would not be behind a closed door working all by themselves but that there would be an openness to each other. Often people expect a physical artifact. I have seen people coming into schools where children are interacting with each other and teachers are clearly helping each other, sharing materials, thinking together, borrowing things from each other, yet people would say, "But

where is the Corridor?" The Corridor takes different forms in different schools. At the very least, it creates the possibility of interaction and interchange of teachers and children living together on that corridor. Wherever possibility has become a reality it was with the help, first and last, of children, with the cooperation and the leadership of principals, and finally, with the hard work of teachers thinking and working together. What we see today, ten years after the beginning, is a stage in what we have come to understand as a process, an extremely difficult process of change within a structure that remained unchanged. The bravery of those teachers to work when they didn't know quite what they were doing to start with must be remembered. The bravery of those teachers and principals to place their work in the open for parents and others to see while they were learning the first steps is incredible to me.

During the last three years when New York City has been--to put it mildly--in crisis, not a single Open Education situation has gone under. To the contrary, we have requests for more schools, and five Junior High principals called on our help this year even though we have a much smaller staff. Even some of the changes developed in the very first Open Corridor in P.S. 123, which I visited today, still exist, though it has had no input for some six years. Other Open Education situations exist all around this city, with only occasional support from the Workshop Center for Open Education. They remain friendly places where one is welcome, where children are not intimidated, and where, without any support, two or three teachers are breaking through and beginning to work together. The miracle of survival in the midst of crisis is I think the story of our Open Education work in New York City. We started off our first ten years looking for cracks in the building. We're starting off our second ten years with congratulations from the head of the system. In turn, we all pledge our continuing effort to make schools better places for children to be educated in and to grow in, for teachers to work in, and for parents to see their children in. I am sure that Chancellor Macchiarola will have our full support for making the school system as good as it possibly can be and for making compulsory education a reality in its obligation to each child.

None of our changes could possibly even begin to work without parents' support. In 1967 when I was going from one school to another, I saw such signs as "No parent allowed past this door," and I was informed of such routines as Parent Visiting Day, the one and only day reserved for parents. Today the schools we work in have Parent Rooms, a base of operation open to all parents. Parents are all over the school. They have come to feel that the school is theirs, that they have as much right to be concerned about the school as anyone else because their children go to the school. I remember how, only a few years ago, some teachers were complaining to me: "Who does that parent think

she is? I'm putting in all the work; after all, it's my thing." And my answer was and remains, "You'd better figure it out differently because the fact is it's their kids."

When I go around the country I am often asked: "Does this program work only with white middle class groups?" Some white people, even on New York's Upper West Side, have sometimes thought they had a lien on Open Education. I want to tell you that around this country Open Education flourishes in black areas, whether in suburbs or in the inner city. When I started the Open Corridor, five teachers were interested. At the time we were in the middle of school strikes; there was little chance of considering a whole school. So we took a piece, as we have ever since then. There were the parents--Harlem parents--marching in and out and watching what I was doing. The principal, too, checked regularly the first three months, asking each teacher every day, "Is she bothering you?" I pretended I didn't notice and that I wasn't quaking in my boots all the time. Why, if one kid had thrown a temper tantrum, we might have been put out and there would have been no ten years' history to celebrate. But not a single child threw a temper tantrum. The fact of the matter is that the kids were with us, and in response to the principal, teachers shrugged and said, "No, she's not bothering us. Maybe it's even a little better; the kids seem to like it"--rather lukewarm praise. Parents, however, came up to me and said, "Do you know what, what you're doing is keeping his mother wit going." No better praise of Open Education has ever been given than by those black parents in Harlem!

We faced many problems in developing relationships with parents. I remember early meetings when I looked around and saw there were no minority parents. When those present told me they had invited them, I suggested there was something wrong with the invitation. Did they ask, for example, what time of day they could meet? If you really mean to meet with <u>all</u> the parents, if you really mean to extend the hand of fellowship, you can't set a meeting for a time when they can't make it because they are working parents or they're scared to come out at night or for whatever reason.

Another problem we faced arose, oddly enough, in connection with the parents who had been very active in setting up and making decisions on Open Education in some of the schools. At one point four teachers wanted to meet by themselves to discuss their errors; they were embrassed to discuss their errors in front of parents. We had to persuade the parents to give a teacher space to breathe so that she could even learn how to be an Open Education teacher on her own. This kind of awareness and generosity had to be developed.

We are at present at the point of redefining what it means to work with parents. The obligation of parents to learn about

what the teacher is doing has to be restated as an obligation of parents and teachers to learn with and from each other. It is largely a matter of each of us learning some of the things that the other has great expertise about. Parents have expertise about a child's continuity, certainly more than do teachers who live with children only through a ten months period.

When we started out there was a problem called dirt: a lot of people thought that Open Education and dirt were synonymous, that gerbil droppings, for instance, might be part of the question of Open Education as well. I remember at the end of the first year in P.S. 84, a group of parents, who meant to be extremely kind, whispering to me, "What do you think, is it necessary to be quite so dirty!" I told them flatly: "Why on earth don't you say that to the teachers? These teachers have not handled lots of the materials; the old kinds of classrooms didn't have that. They had to learn how to develop storage, schedules, ways of coping with all the materials. You parents probably know how to run a house. You might even be able to help them. If you don't like dirt, say so." Principals also stood aside and often acted as if to let me or advisors solve all the problems. My response here as well was that if dirt is in your school, as the principal you must speak out.

In those early days we acted as though parents, principals, and teachers were the entire community. But a school is made up of others as well: A support staff that includes secretaries, custodians and maintenance people, and more. In fact, our program created extra work for the custodial workers even when teachers were careful and had developed storage facilities. When a school is doing nothing but paper and pencil work, a small wastebasket suffices. But now there was more going on in the school than ever before. Cooperative and inventive custodians, authorized by principals, helped us solve the problems of waste, of storage, of display. We all learned that if a school is finding out that there are things to learn in art and in science and that there are inquiries much beyond paper and pencil, then it must become the responsibility of every person in the school--every adult and every child--to help maintain that school. In the Open Corridors we have built beautiful places that are fit to live in, that are inspirational, and where everyone has responsibility.

We no longer have beginning teachers in New York City. I'm sorry for that because I teach beginning teachers, and I wonder will they ever get a job. We now have a situation where the experienced teachers who are in the classroom are creating and maintaining the learning environment that has been developed. They're doing it in many different ways all over the city. They're doing it with the Workshop Center supporting them, they're doing it on their own, they're doing it as a means of surviving. But at the very beginning of the Open Corridor Program, my concern for chil-

dren was matched by my concern for the student teachers assigned to me. One of my motivations was to create an arena where teachers could teach. They could learn about teaching because they could engage with children, because they could observe children in many different situations, and because they could try out different ways. I had just accepted a job at City College, and feeling lonesome for the children that I was used to dealing with, I called on Marian Brooks and asked if I might have a chance to work directly with children and teachers. The fact that City College supported me in this first venture was due to the great wisdom of Marian Brooks.

When I wrote about informal education in 1971*, I pointed to the inclusion of paraprofessionals in the Headstart Program as a possible crack in changing education. This had nothing to do with Open Education then. Paraprofessionals began to humanize our classrooms long before Open Education: with an extra person in the classroom, talking to children directly and knowing something about those children's background, education begins to be personal and specific for each child. Paraprofessionals have been contributing the wisdom of their own lives and their backgrounds and their growing expertise as we created opportunities for them to do so. But ten years ago, it was new for teachers to have any assistance and though they certainly welcomed the assistance of the paraprofessionals, introduced in recognition of children's need for a supportive community figure, this assistance was strictly defined and delimited in formal classrooms. It seldom drew on the rich background from which the paraprofessional could contribute. I think that teachers working with paraprofessionals are darned lucky. Just passing out paper and minding children, sharpening pencils and doing a few little necessary errands are not enough. Think of the richness paraprofessionals can bring to the classroom! That's true of the close to 100 paraprofessionals who once a month use the Workshop Center in our Paraprofessional Training Program. As they grow, enlarging all the possibilities and resources that they bring tothe teaching situation, so does the classroom grow. The paraprofessional, we have come to believe, contributes essential ingredients to the new interactive communities we are building.

When we started out, teachers wanted to look at their own growth but they asked for help in doing so. The Advisor was a necessary support preceding the principal, who was not yet a leader in the situation even though he had already granted permission. The school system itself overloads the situation with the burden of organizational and administrative details so that the support of the teacher on a day-to-day or week-to-week basis began as and remains a role for Advisors. But Advisors work in different ways

*THE ENGLISH INFANT SCHOOL AND INFORMAL EDUCATION, published by Prentice-Hall.

as schools become advanced in making changes. From the first Advisor, Martha Norris, to Theodora Polito, who is now the only funded Advisor, Advisors have supported the emergence of teacher strength and that of the school in sustaining whatever changes had been initiated.

Advisors continue to work in this vein, and a whole new support system has developed from our Workshop Center. Today, with the number of participants in the Open Corridor program vastly increased from the original five teachers, the miracle of survival results from the cooperation that is seen as essential for the survival and progress of the whole. Cooperating participants create a support community around the army of experienced teachers who themselves have developed from the early days of Open Corridor and who see their role in the schools today as sustainers of Open Education. It is in the context of this story of the many, many people who have worked together that we now celebrate survival and the emerging interactive and cooperative communities. Today we look forward to a new decade of even greater realization of our goals: better schools for all our children.

MARIAN BROOKS, *PROFESSOR EMERITA, CITY COLLEGE*

This is an important celebration. I watched the whole program grow from the very beginning. I was at the college when Lillian came to me with the idea. I've seen all kinds of possibilities and all kinds of situations. I'm happy to be here at the start of the next ten years.

MIRIAM DORN, *CITY COLLEGE SCHOOL OF EDUCATION*

There's a huge revolution in teacher education in this whole Open Corridor idea, one that gives our student teachers a fantastic advantage because they learn something about learning. They learn that when you finish four years of college you are not a finished product but that you go out there and you continue to learn. For teachers who want to change, who want to grow, the Open Corridor Program offers a terrific opportunity.

JACK ISAACS, *DIRECTOR, BALANCED CLASS PROJECT, DISTRICT 3*

In 1968 we found that although we had developed integrated schools we still had to deal with segregated classes. What was required was for teachers and parents and school administrators to look at another way of doing things. That other

way was Lillian Weber. What she taught us was how to examine what we were doing, how to go ahead and explore the possibilities. Not only did we learn other ways of working with kids, we also learned other ways of thinking about ourselves.

LENORE ENGLE, *COMMUNITY SCHOOL BOARD, DISTRICT 3*

It has been for all of us who have been involved from the very beginning, and even from before the beginning, an extremely exciting time. Some of us have kind of lost the excitement and enthusiasm that we had when we started because we see so many things closing down. I think the most remarkable thing about Lillian Weber is that whenever somebody or something tries to close things down, she starts to figure out how to open it back up again.

In this district the people who were initially involved and were looking at Open Education really didn't know what they were looking for or really what they were looking at. The original thrust developed out of our integrated neighborhood with integrated schools but with segregated classes. It was quite obvious there were two possibilities: One was to go back to homogeneous grouping, the other to find ways of dealing with all kinds of children in the same classroom. We wanted to see education done socially and corectly.

BARBARA FENNELL, *PARENTS ASSOCIATION, P.S. 75*

When I came to the school in 1974 it certainly looked as if the Open Corridor was working. Having come up through the New York City public school system, I was astounded. I remembered the old signs on the wall--"Parents stop here." I began to look around, and I was perturbed about something. I saw the Hispanic parents working, I saw the White parents, I saw a few Asian parents, but I saw very few Blacks. The kids were there, but where were the parents?

Now, there was a lot of opposition from my own people. They were very, very hesitant. Maybe that's because of the whole social historical role the Blacks have played in this country. When I would ask them to join the Parents group they would look at me very suspiciously, stand back, and say things like, "You must be getting paid by the Central Board" or "Is your principal putting you up to this?" With perseverance and a lot of hard work, we have built what I think is a very fine, strong school of poor parents who are bringing in and working on their problems. My conception is: "This is your school, these are

your kids, come in, learn about the school and then function--function in whatever way you like." And they're doing just that. They're sitting in on various committees, taking on different assignments, and getting elected to positions of leadership.

MARY JANE LEWIS, *PARENTS ASSOCIATION, P.S. 84*

When I came into this school six years ago I registered the surprise that parents to this day register you're surprised to be so welcome. It took me awhile to realize that my energy and efforts would be appreciated and valued. When the cuts came we were just absolutely shocked. We thought that the parents who started this program had given us something that would go on forever and that we would never have to work for it. Quite the contrary was true. We have had to work very hard in the past four years, not always going ahead, sometimes just holding ground. We could have lost this program, if we didn't learn as new parents came along that they had to continue to help it evolve and to fight for it. It will not stay unless we have people dedicated to seeing that it remains for the children.

I think our role has changed. We were not the people that had to bring about the original program, but we have had to safeguard it and keep it for the children who are coming along. I think we have succeeded in doing that not only in this school but in many more. Once things had settled down in the political arena we came in to actually work with our children and their teachers. We've all gotten to know each other a lot better. But we wanted something more; we had things to offer, and we wanted to share. In our school where parents have created their own resource room, and work with children, teachers are very supportive. Sometimes ideas that we instigate are continued in the classroom. We do seek the guidance of teachers, but we are able to do this on our own. We find the more we work with the children and the teachers the less critical we become, and more and more of our energy is given out to increasing our role in the school.

NANCY NILSON, *PARENTS ASSOCIATION, P.S. 75*

I'm kind of a past parent in that I have a child who has graduated from the Open Corridor Program at P.S. 75. I was involved at the beginning. Many of the parents wanted to be involved in the educational process of their children, not just called in to go on an occasional trip or to bake things. The part of parents became the education of other parents. Parents helped to

get materials, they had freedom to go into rooms, they worked in the classroom, they worked in the Corridors, they contributed with whatever talents they had. It was a rewarding experience for all of us. I think the thing that pleases me most is seeing the children that have graduated and how independent they are, how able they are to control their own learning.

HELEN FLAMINGO, *PARAPROFESSIONAL, P.S. 179*

In Cyril Wallace we have a principal who is very open to anything that he feels might create a positive learning environment for the children. And so when Lillian Weber and her team came to our school to present their program he was very willing to have it done. Basically, I think, our school is composed of traditionalists. But since they've come in, they've had meetings with the teachers, offering individual help in the classroom. The teachers who are participating are finding that the children are much happier, that they are learning a whole lot easier because things are adapted for them. It somehow seems to be working.

Fortunately, I was able to work with those children at times and I find that they are excited about learning. What's more, now that teachers have seen for themselves--and it's not something that's imposed upon them--that it really helps them, we find that our school has begun to open up, and the team relationship in this community to grow.

LELIA GIDUMAL, *PARAPROFESSIONAL, P.S. 84*

I have seen children change from dummies to geniuses by expressing themselves in things other than reading and math. They've become leaders by creating art, band, and more, while they were followers in reading and math. They've come to know their world, they've come to be proud of themselves.

ED BODEN, *CUSTODIAN, P.S. 84*

When I put in for this school, people said, "Are you crazy? Do you know what kind of place that is? You're going to have all kinds of problems!" Well, I'm here two years and I haven't had any problems. And it's all through cooperation, with the principal, the teachers, the students, my staff. Once everybody gets to know each other and know how you operate, it's very easy to keep the Open Corridor school clean. I happen to have very good help, a very good teaching staff, and, of course, Mr.

Morison--I couldn't say enough about him and his cooperation.

SAMANTHA FENNELL, *4th Grade, P.S. 75*

In my school we have a lot of things going on. We have dance and science, and math clubs and other special clubs after school. And you never get tired of joining, it seems. Right now I'm working in a sculpture group and all the kids there really have a good time. But we also do a lot of academics, I must tell you.

ALEXANDER CARNEY, *OPEN CORRIDOR GRADUATE*

What I remember from P.S. 75 was that I not only had a good time but I learned a lot. I learned more than anything else how to organize my time. Now that I'm in high school, I see that people my age don't have a sense of organization about things. They can't use their time as they should. In elementary school I wasn't the most organized person in the world, I was extremely disorganized. But I was given the chance to take the time to find out what was happening inside of me, what was going on around me, and how I should relate to that. It was just very good.

A VIABLE CAUSE

I'd like to congratulate all those people who over the past ten years have had the perseverance to make Open Education a viable cause today. I predict that in the next ten years this is going to be even more viable, more permanent, and more important in our education. I see the compartmentalizations that we have been known for over the past hundred years or so--the math, the English, the social studies, and so on--breaking down. I see movement for articulation. I see even the articulation becoming a continuum so that a child is exposed to the whole of knowledge--all with attention by teachers to feelings and growth.

Charles Wilson
Representing
Dr. Barbara Weldon,
Superintendent, District 2

Open corridor offshoots

GEORGIA DELANO, *COORDINATOR, ELIOT FELD BALLET SCHOOL PROJECT*

I was taking a slight sabbatical this year to do some writing when the Eliot Feld Ballet began a new project and asked me to come in and be the administrator. This is a school which has begun for children in eight public schools in Harlem, East Harlem, Chinatown, Brooklyn, and the Lower East Side. The children were auditioned in schools during the school day with dancers from the Eliot Feld Ballet leading them in some exercises, and with live piano music for accompaniment. From the auditions, 138 children were chosen to come to the Eliot Feld Ballet Studio during the school day, which was an amazing achievement of the people in the Company. (I can say that because I wasn't involved in that particular coup. I came on after that had been done.) I did go to the auditions, though, as a member of the Board, and I was very impressed with the way the auditions were a really good experience for all the children who took part in them. I was impressed also with the fact that any new program which gives a chance to children somehow puts people in the public school system in touch with the kind of dreams they had about children's lives when they went into teaching, people who ordinarily won marks as members of the bureaucracy who wouldn't cut through red tape for a minute to get this started.

Just in the short time I've been with the Eliot Feld Ballet School Project, my experience in the Advisory Service and the Workshop Center has poked into the work there and I've already seen how much the inclusion of the whole community is part of the way I intend to work: following through with the parents, getting the classroom teachers to help us and to see how we can continue to work with children who show that they really want to go on in this work. One of the first things that I was happy to have a part in was the arrangement of an Open

Dress Rehearsal to which all the children were invited with their parents and with whatever teachers could come. I was, once again, filled with the excitement of being with young children. We left the curtain up so that before the performance the children could see the dancers warming up (two members of the company are teachers in the school). The excitement, the hush, over the group of children was just incredible. The program wasn't supposed to begin until 1 PM, but they were there at 12:20 and just watched the warm ups for all the time until the program began. They were full of wonderful comments about the lighting. When they left the theater, going downstairs they were practicing positions that they'd seen. Later, in class, they did fantastic pictures and wrote wonderful letters.

BETTE KORMAN, *DIRECTOR, G.A.M.E.*

When I started to work in the public school system in the late 1950s I was filled with the experiences of several years of living in the Far East working in the arts, plus a couple of years of teaching dance and puppetry to children in East Harlem. Despite my feeling of real isolation, I was determined to keep on doing my work in art with children, even if I had to sneak it into my classroom. A year or two later, when I encountered the Advisory Program I suddenly found people who were talking the same language, and not only talking but doing! Some of the ideas that I had been interested in from an artistic or philosophical or cultural point of view were now introduced to me in an educational framework. It was a broadening experience for me to see concepts that are humanistic and universal and part of a number of different disciplines come alive in a practical way, relating them to people and particularly to children.

Through Lillian Weber and her discussions and through the actual practice in my relationship with the Advisors, my work flourished. With one of my kindergarten classes in the late 1960s I had done a series of explorations of their feelings about color, nature, and themselves, as a result of which I received a grant to take some of the materials and ideas to several schools. For a year I carried material from school to school to school. The notion of children's learning and growth as they deal with art expanded my definition of art and my idea of creativity. The process of trying and experimenting, failing and pulling together that is part of the individual nature of the artist has its parallel as we look at the child. And just as people grow at different rates and speeds so do they learn in different ways. This basic acceptance I learned from my close relationship with the Open Corridor Program.

In order to concentrate on art activities, I set up a workshop

in 1972 and 1973 on 86th Street in Manhattan, with the idea that we would work iwth teachers and children--in a sense, adopt a whole classroom. Teachers made a commitment to come to our program for a year during which they would bring their classes for a half a day once a week and themselves attend the Thursday Afternoon Teachers Workshop. They would spend time planning with myself and the staff and very often, with members of the staffs of various museums, to develop a curriculum that links a theme from the classroom with some of the material at our Center and with some related trips to museums. The results have been carefully designed and dovetailed support for the teacher as an individual learner and for her class as well.

ROBERTO FUENTES, *BILINGUAL TEACHER TRAINER*

The Open Workshop Center has been for me a home away from home from the time I began as a Bilingual teacher at P.S. 75 up to and including the present in my work as teacher trainer for a group of 80 bilingual teachers under Title VII. I look back to the days of my P.S. 75 third-fourth grade bilingual integrated classroom, when City College Advisors were my source of information, motivation, support. They generated an incredible amount of ideas and experiences for me; they helped me to develop professionally into what I am today. I remember all of them coming into my classroom and working on different projects, and one in particular, where we created an imaginary world with children. Not only were the art, science, and social studies integrated, but so were cooperation and the communications skills. Ann did movement with the children; Betty helped with the display; Nancy sat on the floor with us and put up the displays. All helped us with ideas on how to meet the children's individual needs, how to encourage them to work cooperatively in groups, and how to develop a sense of cohesiveness in the classroom.

In my current program, as a culminating activity last year, the staff planned and developed a children's environment. We went out into one of the art centers in the community and borrowed the use of the space for a two-week period. We set up areas for music, mural painting, and photography; we had a puppet stage. Children in all the classes in our program had the opportunity to add activities to this environment. We built two lifesize, imaginary trees out of cardboard, for which the children made props--mushrooms, butterflies, based on Puerto Rican motifs--and an airplane. The walls were covered with murals all of which had scenes on a cultural theme. We built a sandbox to which the children added designs. They also mastered mapmaking, and they furnished a puppet with a skit in English and Spanish. We began activities with a class meeting and we ended with a singalong.

People from the community--especially the merchants--were all asked to participate. This room flourished as did the children; they loved the idea that this environment was theirs. All of this experience grew out of skills I'd learned at the Workshop Center and out of things I had done as part of my Open Corridor teaching. And lest we forget, Luisa and I were the first teachers who brought our classroom children to the Workshop Center to do art projects; out of these the Saturday workshops for adults with children developed.

LUISA FUENTES, *BILINGUAL PARAPROFESSIONAL TRAINER*

I'm working in a Title Program called Bilingual Pupil Services, with about 100 bilingual paraprofessionals. We screen, interview, and select them for assignment to any one of 30 schools in 12 school districts throughout the city, to provide supportive services to bilingual teachers in those schools. My job involves supervising them on-site, providing inservice training in Bilingual methodology and teaching techniques in reading, math, English as a second language, development of creative materials and the integration of these materials into constructional components, and so forth.

Teaching at P.S. 75 in District 3, when I began my affiliation with the Workshop Center, was a very important period in my professional development. The on-site visits on the part of the Advisors--Nancy Schaffer, Ann Hazlewood, Wilma Heckler, and others--provided a tremendous support for me. For example, in the area of art, which I had relatively small exposure to, Nancy Schaffer contributed her great knowledge in her contact with my students; in the area of math, Wilma Heckler might drop in on my class and offer to extend certain concepts.

I learned from these Advisors the importance of developing positive communication with a teacher and paraprofessionals. So many people who come into the classroom identify only what's wrong and weaknesses. People like that, teachers don't need in their classroom! Today, as I supervise 21 volunteer paraprofessionals in schools in three districts, I like to think that I'm doing as the Advisors did for me: helping build a common understanding of, as Lillian puts it, "really knowing what it is we want for children."

ANN HAZLEWOOD, *TEACHER CENTER NETWORK, NORTH DAKOTA*

The key word for me was change: moving from New York City, from a seven-year experience as a member of the City College Advisory

Service and the Workshop Center and going off to another part of the country--North Dakota. As it happens, I had visited there about five years ago as part of the kind of marvelous training experience that Lillian Weber provides for Advisors. I had found the Center for Teaching and Learning at the University of North Dakota to be an exciting place where alternative methods of teacher training and education for children were being developed under the direction of Dean Vito Perrone. In August of this year the statewide Teacher Center Network Project of North Dakota began; it's a program that came about primarily through the leadership and vision of Dean Perrone who brought together people representative of the educational sector there. As I work with them, I find I'm drawing more and more from the reservoir of my Advisory training and involvement here. Right now we have four Centers in operation, in Mayville, Minot, Devil's Lake and Grand Forks. With the help of a three seater, a propeller that goes round and round, and a pilot I'm transported to one of the sites for a stay of two to four days. I meet with the coordinators for the Teachers Center, its governing board, and the volunteer teachers who form that small nucleus of people who are grappling with what it means to provide for people in teaching, the definition and determination of what they want for their own professional growth and development, and the special educational needs of the children they teach. I'm working with very committed and very caring people. It's a challenge, planning how to reach teachers in a very rural state where the nearest elementary or junior high or high school is not down the street or even blocks away but miles and miles away.

WILMA HECKLER, *ADVISOR, BILINGUAL TEACHER CORPS*

I'm now with the Bilingual Teacher Corps, and it has become clear to me that, as Lillian Weber has stated, there exists in every school and in every teacher a desire to do something different and good. Teachers in even the most sterile-appearing schools first need confirmation in their work, then ideas of what steps to take next and techniques of how to do what they want do do. There is no such thing as a school where teachers are not interested. In one school recently when teachers asked me for a script to work on, I helped out by arranging for a showing of the film "Black Orpheus." The principal, very skeptical, challenged me: "How would you show a group of junior high kids a film in Portuguese? They're going to be running around the school and running to the bathroom and you're not going to be able to get a film like that over to the children." But I was convinced that this Brazilian movie was not only a work of art but had a very strong connection to the children's lives. The film was shown, the children loved it, and there

followed discussion upon discussion upon discussion as well as a good deal of work on myths and customs.

Another exciting outcome of my work is that I've started studying Spanish. I have taken three lessons a week for a year and I'm able now to understand it well enough so that when the Bilingual staff switches meetings from English to Spanish I'm able to understand that half. Originally they wouldn't conduct a meeting in Spanish at the beginning out of respect for the fact that I didn't understand it. As Virginia Cramer, one of our experienced teachers, was saying, working in the Open Corridor was a whole new beginning: it was an awakening. Until then she had felt that teaching would always be the same for her. But now she could see herself becoming the questioner, searching for new connections. Once a teacher becomes a questioner, then she's on her way.

VAN RICHARDSON, *TRAINER, DAY CARE TEACHERS*

I'm now with the City College Day Care Program, with teachers who are working with young children. Part of it is course work here at the College, which includes courses like Administration and Supervision for Directors; part of it is workshops in math and science materials and working with handicapped children, too; part of it is on-site help to teachers at Day Care Centers. We're beginning to focus on the importance of looking at this experience developmentally, and so, we are asking each teacher to document one child. As Pat Carini has pointed out, to know more about one child is to know more about all children.

I think that one of the things about my work as an Advisor that is helping me so much now is the whole notion that change takes time. In our work with teachers we're not talking about changing in the sense that all things have got to be different; we project change of the type that calls for thought and reflection, that will take into account child development as well.

I love going to the Day Care Centers. If you haven't been at one lately, you ought to give yourself that pleasure. We do a lot of work with parents and with community people, especially in those Day Care Centers that have senior citizens as a component . We've got the grandmothers coming down to work with the children: the children have a lap to sit on and the grandmas have kids that they can be all in charge of.

I make a point--and the teachers are delighted about this--whenever possible, to schedule our meetings at the Workshop Center. I'm also working as a consultant to the New York State Pre-Kindergarten Program and so I get a chance several times a year

to continue work with Pat Carini, documenting 14 years of experience in that program. I travel to several districts throughout New York State every year, helping them to document what is going on with little children. I'm so lucky to be doing the kinds of things I've always wanted to do.

NANCY SCHAFFER, *HEAD, LONG RIDGE SCHOOL*

I was teaching art at Long Ridge School at the time CRISIS IN THE CLASSROOM was published and I immediately wrote to Lillian Weber at City College, telling her I wanted to get into Open Education. She was then setting up the first Summer Institute, but because I wasn't a New York City teacher, I wasn't qualified to join. I volunteered to do the art, and I've always thought that Lillian had a lot of courage to take me on. But then, one of the things I learned from her is that when you find the strengths in children and in teachers, you find the leeway for change.

After a few years as an Advisor I seem to have completed the circle. As head of a school, one of the ways I got started was finding teachers who were very open and who had something going. It was always, of course, very much harder, sometimes like beating your head against the wall, if you went in where there was very little understanding. Although I used to feel guilty about giving too much time to the teacher who knows what she's doing, I finally learned that it's all right to work through such teachers because through them you can pull in the others in a way that is not threatening. I'm at an ideal kind of job, leading a school with devoted teachers, fairly small classes, all kinds of cooperation, and in a truly beautiful setting. Still, there is great tension in never knowing whether there will be enough money to open in the fall. And while the parents completely agree with everything you say, their approach sometimes has the effect of making each child the subject of a whole research project. What the Advisory and the Workshop Center have helped me with immeasurably has been in knowing how to deal with parents, how to tell a Board what I believe in, and what it is that we want for children.

HOWARD BERGER, *ADVISOR, P.S. 163 LEARNING CENTER*

One of the reasons I decided to join the Learning Center at P.S. 163 this past year, after having been five years with Lillian at the Advisory, is that many of the schools, euphemistically called "uptown" schools, for one reason or another didn't have the kind of support that we in the Advisory at

the Workshop Center could offer. The Learning Center reaches all 23 schools in District 3, Project Achieve, the Lincoln Program and other smaller institutions. In addition to being a teacher and parent resource center the Learning Center also tries to utilize some of the techniques and approaches that we of the Advisory have learned, such as mural projects, environmental resource rooms, in which kids can develop materials and projects related to the environment.

With one sixth grade class, for example, we uncovered many examples of architecture in Manhattan that have Greek influence, to supplement their class work on Ancient Greece. A starting point for that group was to take them on a bus trip through Manhattan to see Greek influence at Grant's Tomb, Soldiers and Sailors Monument, Washington Arch, the General Post Office, and so on. We had them do sketches of what they saw, answer questions on a worksheet, and then when they came back the following week, begin working on styrofoam prints. From there we developed a whole unit that is going to culminate in an Olympiad at Morris Park in Harlem, to be judged by gods and goddesses in full dress. This kind of work is directly related to what we've learned at the Workshop Center. So is our new project, sponsored by Consumer Union and Fordham University, in which, thanks to a federal grant, we will put together a Consumer Education booklet. We're working with ten teachers and their classes to develop "ANYHOW," a children's magazine on consumer education: finding out how kids spend their money, their attitudes toward buying, and similar themes. Next year, this project will go from ten schools in District 3 to ten different cities throughout the country.

DEBORAH MEIER, *HEAD, CENTRAL PARK EAST ALTERNATIVE SCHOOL*

After seven years of teaching and as many of taking courses, undergraduate and graduate in departments and schools of education, I met Lillian Weber, and for the very first time I encountered a person who gave teaching the intellectual stature it deserves. I began working with her, and I came to realize that one of the things Advisors stand for is respect for the process of teaching and not separating thinking and classroom practice. Respect for classroom teaching permeates the Workshop Center. Being a classroom teacher is the greatest, most marvelous profession!

After a stint as an Advisor, I wanted to go back into the classroom, and so when the Superintendent of District 4, Anthony Alvarado, offered me the opportunity to set up a small school in any way I wanted to, I jumped at the chance. I thought that

if I bring in wonderful teachers, formal or informal, I could be a teacher and share with them.

We started quite small, with every one of the original staff having had some connection with the work at City College and at the Workshop Center. For many of us part of the experience of working for the Advisory and the Workshop Center was speaking the kind of language about education and educational theory and child development that connects with other parts of our lives. I find that the way we think about changing the schools can help me think about the way I view things in society, and the ways I view things in society help me think about the ways I view changing schools. I'm often intrigued by the fact that so many adults I know who have worked in schools hold views about changing society that bear no relationship to the way they think about teaching. What was so healthy about the City College Advisory was meeting with people from a variety of different areas and finding ways in which we could reexamine what had interested us before--discovering that what we're learning about children and children's growth also added to our understanding of the things that had been important to us before.

At present we run what's called an alternative school in a building that also houses a neighborhood public school (possibly the most traditional in the city) and a 19th century style parochial school. The three schools manage to operate in this space with minimal friction and a considerable amount of respect for each other. In a weird little way, we have an educational park in this building: We share certain facilities, but we each have considerable autonomy.

We started with a little over 100 kids the first year; right now, it's over 200, and that's the size we want to remain because we feel that is a healthy size for a school. We have come to the point where all of us feel at the end of every day, even in the middle of it, and at most points during it, that this is really a very nice place for children. It operates well; we run the school together or we think we do; sometimes it runs quite independent of us. But we frequently do go home without a crisis impending, so that for the first time, we're able to think about what's happening in the classroom in a more in-depth manner. Everybody on staff is thinking about issues which he wants to look at more deeply. All of us trust each other enough to expose these issues to the group as a whole, to bring in kids' work and examine it in the open. I think that's the direction we're now going in.

AN EXAMPLE FOR ALL

What has been particularly significant about the Open Corridor Program has been as an example of what can be done, an example that has endured over an extended period of time, despite its having suffered all of the shocks over the last ten years that other kinds of effort to improve urban schools have had to endure. The Open Corridor Program represents what is possible for improving schools, the sense of which we seem to have lost in relation to so many other efforts along those lines. To me that is one of the most important reasons for keeping this program alive and going, over and above the excellent education itself that's being provided to the students in Open Corridor schools.... What the Federal government can do, as I see it, is to try and locate the best practices and the best people in local schools and support what they're doing. We're quite proud of the fact that we've been able to play that role in relation to the Open Corridor Program. We feel we have located work that is genuinely good and genuinely enduring in what I think anybody would agree is the most difficult circumstances possible.

Gary Sykes
Program Officer
National Institute of Education
Office of Education, HEW

Reading in the open classroom

VIVIAN O. WINDLEY, *CITY COLLEGE SCHOOL OF EDUCATION*

What is this nonsense about reading as a subject? It's not a subject. It's a process. We talk about the language arts but I want to turn it around to the arts of language. Two of these arts of language--listening and speaking--are reciprocal, and grew out of the oral tradition in which there is a rich store of literature. While all cultures have a language, all cultures are not literate. Literate societies have the other two language arts--reading and writing. Literature, particularly poetry, is a vehicle for enriching language development. The poet is first of all a musician. He uses rhyme and rhythm. Secondly, the poet is a painter; he uses words, images, figurative language for description. Thirdly, the poet is a sculptor who shapes and molds words and lines into shapes. The poet may even be a choreographer setting words to dance to produce movement and excitement.

Think of some of the purposes of poetry and look at children at their various stages of development. The very young child is very egocentric and so poetry has to deal with his egocentricity. As he grows he wants to know more about the world, people, other cultures. He moves into the concrete stage and then on into abstractions. From the sounds and images of poetry--the joys of alliteration and onomatopoeia and of simile and metaphor--from the limericks, fables and myths children can gain more in language development than a dozen basal reading textbooks. If we read literature to children they will want to write it.

Reading helps the total development of the child. In the school's first step the child is acquainted with reading through being read to. Stories or poetry or Mother Goose rhymes are a most excellent way of getting children to understand rhyme and rhythm. That's one level. The school's

second step is to use what children bring to us--their experiences in their language--to record and to write their own stories, before moving onto the printed page itself. When one gets to the printed page then you're using context clues and you're using the prediction that Chittenden talks about.

Literature has so many contributions to make on so many levels. Bruno Bettelheim has written that literature must entertain the child and arouse his curiosity. But to enrich a child's life literature must stimulate his imagination, help him to develop his intellect and clarify his emotions. That emotional aspect of reading is important: "to be attuned to his anxieties and his aspirations and give full recognition to the difficulties while at the same time suggesting solutions to the problems which perturb him. The child must be helped to make some coherent sense out of the turmoil of his feelings. He needs ideas on how to bring his inner house into order, and on this basis, to be able to create order in his life."

EDWARD CHITTENDEN, *EDUCATIONAL TESTING SERVICE*

Some new dimensions of reading are emerging from our current research with beginning readers. First, one distinction that I find useful--and here I think I've drawn much from Patricia Carini--is, to put it simply, between learning to read and becoming a reader. You could believe that becoming a reader is something beginning very, very early before a child ever attempts to decode, and continues as a lifelong process. Or you could think of beginning to read in the somewhat narrower sense of acquiring some capabilities within the space of a few years.

Secondly, I think reading is the extraction of meaning from text. Text is different from utterance. So while we are talking about language, text is not, in one sense, speech written down. Text has its own linguistic properties. In our studies with teachers, I've been interested in what people predict is going to be in a book. Even before they open up a book they know that, for example, in the Bank Street Readers they are not going to encounter such words as "hell" or worse. There's a set of words that they can already predict and a set of expectations about the structure of the text. And that structure is not the same as others. The suggestion from some Parent Research is that when children hear stories, what you're building up in children are some definite expectations about text that are different from what they're going to hear from a speaker.

The third element I would throw into this nondefinition is the popular notion of beginning reading. What some people mean

when they talk about basic skills is the ability to decode in a narrow sense: how to make a sound when you see certain letter combinations or how to guess at the word. I would see the beginning reader, of course, very much involved in that, and as adults we continue to be involved in that too, when we come across new words. We occasionally have to sound out something, making a match between a word in print and a word that certainly is a part of our language.

The beginning reader then is a laborious version of the skilled reader. The beginning reader and the skilled reader do many things the same: both are trying to comprehend what they're reading. The beginning reader is someone who is learning many kinds of skills, some of which he'll discard later, but, as I say, she is an awkward, hardworking version of a better reader. She becomes a proficient reader when the text starts becoming more transparent and less opaque, when problems in understanding have to do with word or world knowledge, with the meaning of the material being read and not with its surface. The beginning reader, of course, has to struggle with the search for sound and for meaning, in other words, to put the whole act together. When you hear children on reading tapes, as we do in our studies, you just sweat as you listen to the child working away at it. We need to make some very important distinctions in talking about back to basics: the basics of making a noise when you see a "b" or the basics of becoming a reader.

Our research has involved some 30 teachers over the past couple of years. In each teacher's classroom two children were identified that were followed over the course of one and, it is now hoped, two years. The teachers were interviewed periodically for their observations about the child we observed, and we administered some kinds of special instruments as well. We have a lot of data about a relatively small number of children. As for input from the practitioner's side, the more obvious contribution would be the teacher's being not only a participant but also a definer of the concepts of learning. The teacher has access to some observations that even the most skillful of outside observers cannot get by nature of that day-to-day contact with the child over time and in different context. To be more specific, I would say some of these observations are more tuned in. Of course, because of that relationship there are certain things that the teacher is not seeing that an outsider certainly might. For example, if a child one day drew a picture of a frog, the teacher who reports that observation can place it into a context of past interest, possible purposes, possible directions that drawing may represent: It may be the only time the child ever drew a frog in his or her life and that's it, or maybe the child draws frogs every day; it may be that he's not really drawing a frog (maybe he's not interested in frogs really) but he is interested in drawing.

Teachers can make considerable contributions to research; a researcher taking in a piece of information by himself couldn't possibly appreciate its significance unless he in effect becomes a teacher. One level of contribution lies in the kind of observational data and its placing into the context of purpose and past patterns of learning. At another level I would see teachers derive certain theoretical formulations about reading. These formulations would come out of their own analysis, not from looking at the reading research literature. To be more specific again--in the study we've just done, a couple of interesting things came out: For certain children, reading with other children is an extremely strong part of the beginning reading, not so much because they like to be with other children but because of the extent of psychological support. A child in a reading group with three other kids could anticipate and would guess words quite well. When the teacher sat down with her the same child had a tremendously difficult time reading, not because her relationship with the teacher was a poor one--it was a rather good one--but simply that the clues this child was drawing on came from peers and classmates. She saw reading as indistinguishable from other social activities in the classroom: you sit down and you talk, you sit down and you read, you sit down and you cook. Research literature--and most instructional literature--depicts reading as an isolated activity of reader and text. There are real hazards in that view if it makes you think of the beginning reader as somebody who is relating to the text only and looking for cue supports in the book. When an adult only looks for cue supports he will often not find them all. We wouldn't have discovered this fact if we had not been working with teachers in this way; it's a dimension of learning to read that came out of the teachers' analysis.

Another illustration is the notion of the closet reader. One child, who was being followed in this study, came up to the teacher one day and said to her, "I can read." So the teacher said, "Well, sit down and we'll see," and the child took out the book and sat down and read. (This is on our tape.) The teacher was a little chagrined because it was a child she was following for the purpose of learning how the kid learned to read. In retrospect, as our many discussions with the teacher and other teachers revealed, perhaps the child was practicing but was keeping it under cover until such time as he had it well under control and could show it to an adult. Others immediately recognized this phenomenon of the closet reader. There's a good reason for this. With parents and teachers always after them asking them to read, maybe children keep reading under cover until they're pretty good at it and then show it with the hope that the adults will get off their back. The value of teacher collaboration on this particular tape was that you could see it as something that applies to more cases in different ways. And again, a researcher certainly wouldn't pick

that up without the teachers. Teachers provide the kind of information about reading that I think enhances the research on theoretical work.

LILLIAN WEBER, *CITY COLLEGE SCHOOL OF EDUCATION*

I've thought about how, after ten years, we got to this point where what we do can be described as different from reading in a formal classroom. I'm constantly assessing whether it really is different and to what extent. I don't know that I've ever really thought that there was an entity called open education reading; children learn to read in different ways no matter what the classroom organization. What we can be said to have established is the possibility of a better understanding of and response to these different ways.

During the early history of the Open Corridor Program the focus of our efforts was not on changing patterns of teaching reading, even though we were fully alert to reading failure. We were engaged in a general critique of the prescribed syllabus and methodology that dominated public school classrooms. Reading failure and existing patterns of teaching reading, related as they were in this critique, were but one aspect of the school's larger failure to provide educational support to the variety of individual children's learning patterns and needs. The problem of helping teachers reach failing children more personally absorbed us, and we tackled classroom organization first in the belief that changes would release teachers for this task.

I certainly did not agree with those who in their analysis of school failure criticized teachers for not working hard. What I observed was that though there were many teachers, particularly in Kindergarten and first grade, using experience charts, who told and read stories to children, and who were sensitive to children's individual styles, the main characteristic of the teaching of reading was concentration on decoding skills. Unfortunately, an equally overwhelming characteristic was the barren environment of many classrooms. It was plain to us we could not tell teachers to stop doing decoding; we had to ignore what we saw and work around the prescribed reading practices for a while. Nor were we prepared with any clear alternatives; perhaps we are still not prepared to suggest specifics.

I don't mean that we had no ideas of alternatives. I had seen examples of alternatives in England, some special ways that seemed to match an informal approach better. Writing about the English Infant school I described some of those special ways, which I could appreciate because they connected with my own way of working over twenty years with young children, and my strong

focus on their language development. As in English classrooms and in my own work reading and language were related to the interesting environment exemplified by the classroom setting itself.

Since, above all, we wanted to start with what was comfortable for teachers to begin to change, we helped them to reshape their rooms into interesting and lively environments for their students. One result of our efforts was the spread of reading into many parts of the room, by adding other books to those required, by rearranging furniture (begged or borrowed) for quiet reading areas, and by posting all kinds of incidental reading. We constantly sought to tie reading to the things children knew in other contexts; we drew on the songs children knew, and so on. Our Corridors became corridors full of incidental reading. Our effort was directed at reaching children who were not being reached by the traditional whole-class approach in reading. Two problems emerged: how to reach those who didn't hear the teacher or who were half-asleep thanks to the prescribed lesson, and if a teacher's goal was to reach the nonreaders, what would the other children do? As a partial solution, learning centers evolved not so much because children have different interests but because these centers freed the teacher to interact closely and warmly with children.

At that stage we were not yet looking at reading as a form of inquiry. Emphasis was on telling the story of what one had done in logs and diaries with a concomitant increase in writing. But reading and writing as processes were not being analzed. The teachers followed their prescribed path, which we extended as best we could. We didn't worry about perfection; floundering, as we often did, we realized ours could be no worse than the old ways. Indeed, parents and other teachers who made sense of these early efforts appreciated what they saw, and our number increased.

We have come a long, long way in ten years. Our efforts now extend to participation in language and reading process research. The first four years of our Advisory development sessions were committed to once-a-week study of language and reading process. We read, analyzed, and reflected on the best that we could find in the theoretical formulations on children's language use and development as being basic to reading process and on the reading process itself. As a result of my own interest and study of language since 1948, I saw the silent classroom as fostering disadvantage and interfering with language use and development. All our work in reorganizing classrooms was intended to maximize the use of language.

Today a new concentration on diagnosing separate skills and capacities in an individual has produced new methodologies

that again need criticism. Children are being released to remedial reading, to remedial math, and to other special activities to the point where some children may never be in the classroom, except perhaps to join the class for milk or toileting. They may never be part of a situation where they can interact with their peers on something where reading is important because it's about some of the things they're interested in. In the classroom a child may be helped to connect his inquiry to what makes sense in this world. The classroom thus supports the child's continuing development and his integration process. Because we view the human being as having the capacity for "mother wit"--for making sense--and because we accept the child as a cohesive biological and psychological system, we feel the school cannot take one little part here and one little part there and scramble them. The school structure must be assessed for how it supports a child's development, considering that each child is unique and born into a world of social relationships. Since he spends the rest of his life making and acting on his sense of the world, himself, and other people, we consider that these factors must and do in fact determine the curriculum.

Over the first ten years of our growth, we searched for statements that could clarify as well as contribute to our own view of the humanness of a child, his integration and cohesiveness, and his basic, active learning. It was therefore natural that I sought out Courtney Cazden, Vera John, Vito Perrone and Clara Pederson--with all of whom I immediately formed connections that have persisted since 1968. I continued as well to connect with my English friends, Moira McKenzie, Harold Rosen, Connie Rosen. We learned from a whole host of additional people: James Britton, Ruth Weir, Yetta Goodman, Kenneth Goodman, Frank Smith, Edward Chittenden, Martha King, Charlotte Huck, Eleanor Duckworth, all of whom became our friends, supporting not open education (we weren't asking them to do that) but our thinking and our new classroom structures related to language acquisition and development and to reading. These new friends were among those opening up an entirely new inquiry on language and reading. I often think that our work assists their work because the organizational structures we have set up created new possibilities for them to try out some of their formulations in the reality of practice.

We are committed to the view that language develops through use, and we assess what we have done in Open Corridor organization in the context created by that view. Listening to descriptions of children's language rehearsal in the privacy that is possible at home we asked ourselves whether we could provide in classrooms for a child's necessary rehearsal. We contributed, too, with extensions of formulation; the two developments work together. We have studied and, in our publications, reported on

the Open Corridor community we were developing for its input to a supportive language surround: teachers now had a chance to talk with each other; paraprofessionals in the classroom created some adult talk with the teachers; parents coming in helped make further talk; a child could get confirmation not only from his teacher but from other adults of what he knew because, let us say, having read his work to Miss Smith it was suggested that maybe Mrs. Jones--or even the principal--would also be interested in what he'd written. The language of our classrooms had to be more than the teacher-child language limited to instruction, and we explored many ways of enriching the classroom language surround.

In our Open Corridors reading and reading comprehension are as often communal activities as they are solitary. Gradually our teachers have become more critical of the limitations of information furnished by tests and of the narrow view of comprehension inherent in "teaching" comprehension skills. More and more of them gain access to what the child has understood of his reading not from a little test on comprehension but through group discussion. Drawing from language acquisition and reading theory, from their understanding of child development and what they have seen of practice, open classroom teachers work to support a child's total integration of understanding that includes his integration of reading as a process.

THE OLD AND THE NEW

I was not involved in Open Education, but it was my good fortune to have Deborah Meier sent to District 4. She is the director of Central Park East School, which is truly an Open Education school. It is one of the finest schools in this country. We also have P.S. 50, which is an entirely Open Education school run by Mr. Sidney Schwager. Now when the traditionalists start saying to you, "We like what you're doing," and when we point with pride to what is happening in Open Education schools, then you really know that something is happening. When I asked about Lillian Weber whom I never I never met until today, Ms. Meier said, among other things, "She has never given up on the public schools."

Sy Fliegel, Representing
Anthony Alvarado
Community Superintendent
District 4

Developing teacher centers

GEORGIA DELANO, *FIRST COORDINATOR, WCOE*

We had a Center before we had a space. When I first came to the Open Corridor Program to help Lillian Weber with some of the administration, we had the equivalent of a Center in any room that our Advisors met in at P.S. 75 or P.S. 84 during the weekly after-school session on Fridays, which lasted later and later and later, until 8 or 9 at night. Finally we made the decision that we had to get a whole day of work in which the Advisors could be together, have all kinds of experiences together, and arrange programs which could draw people who were part of the Open Corridor Communities.

Through some strict budgeting and the explanation of this need, we managed to save Fridays for all-day Advisor sessions. We did all kinds of things in these sessions. We had seminars on language. We had meetings with our principals. We had meetings with the custodians in our schools. The teachers who helped initiate change needed workshops where they could further explore issues, and so we had meetings with teachers and paraprofessionals. We found we had to expand, and we moved to Greenwich, Connecticut for weekend conferences with people working in Open Corridors, where we could do some of the things that would make us a community of friends: swimming, singing, watching a film, reading, and then doing some serious work in a particular area that was important in the daily life of the schools.

We found that when we moved the Open Corridor administrative office to City College, to the building down the street, Klapper Hall, that we had our Center there. There's a little kitchen, and sometimes we met there. There are classrooms, and sometimes we met there. We learned to be a moving Center. Advisors would come in with all kinds of material from the schools, work the

children had done, notes from seminars with Corridor teachers. We all came with paper bags full of things we wanted to share with each other on that Friday when we worked seriously on a review of what had happened and on our plans for the future.

It became quite clear, though, that we were working toward meeting the need for a space, not only for the teachers already developing new classroom environments but also for the many teachers making beginning efforts on their own. Through valiant efforts on the part of everybody, we moved from our original Ford Foundation funding for the Advisory Service into a ridiculously complicated search for funds from the federal government. By some amazing grace and the fact that we had a very generous and supporting Chancellor of the New York City school system at the time, Harvey Scribner, we managed to get Title III funding, and with that and through City College President Robert Marshak's help, we got this space in Shepard Hall and converted it from a physics laboratory into what you now see.

Designing this space was also a community effort that was part of our "centering." When we thought about what we wanted, we looked at the space, took out some of the lab apparatus that was on the tables, and scrounged from every place we could think of to find paints and materials. Everyone worked on the whole process: City College students, faculty, Open Corridor Advisors, teachers, parents, paraprofessionals, principals. (We have great pictures of one of our principals washing the windows!) We had workshops that were real work days, which would always end with a feast. And this was something that has become a tradition in our Center: cooking and sharing the good things of life in food are among the ways in which we have become a community. It was Stanley Chu, one of our staff, who put on the kitchen section of the Workshop Center the quotation from Lin Yutang: "What is patriotism but the memory of the good things we ate when we were young!" And in our Center we have people of such marvelously varied backgrounds that I can tell you we've done some wonderful eating here.

From the outset we placed great importance on sharing the ideas here at the Center and then putting them down on paper. We learned through our work with the Prospect School in Vermont how very important was documentation of children's classroom work. And we also learned through Arthur Tobier and Ruth Dropkin's work as editors of the publications of the Workshop Center that our thinking expressed in these publications became the literature of the Center. Everyone who took part in Center life contributed to these publications. Office staff who handled the children who came in here from the neighborhood in a very open and beautiful way, wrote about that relationship. Classroom teachers contributed. Principals contributed. Advisors contributed. Paraprofessionals contributed. Parents contributed, as well as staff of the Workshop Center. And

that thinking crystallized in writing that was our very own literature and became a real extension of the Center's work.

After Title III (1972-1975), when we were funded very well for three years of work, we had to cut down on the finances for the Workshop Center. But the serious work of thinking deeply about what our mission was, about what our hearts required, made the cutting of funds possible without, I think, diminishing one iota of the strength and the power of this place. A great deal of volunteer effort goes into the Center now. All of the staff work way beyond what would be reasonable hours, and under Lillian Weber's incredible direction, the Center, I think, is here to stay.

STANLEY CHU, *WCOE STAFF*

All of us who have been on the staff of the Workshop Center came to the job with a number of years of classroom experience. Some of us had had Advisory experience before as well. An Advisor grows into a position of seeing a broader perspective, gaining more of a willingness to begin with a teacher wherever he or she is--at that particular point. After working in an Advisory position for a number of years, you can see the multitude of strategies that teachers can use to get from one place to another, whatever the goal is that they define. And it's something like what you learn after working with children over a number of years. You may think, as a beginning teacher, there is one strategy for getting the numbers added up right. But in fact, as you all know who have been working with children for a long time, there are many different ways--some more efficient than others, but a lot of different, usable ways. So as an experienced Advisor, you develop a sense that teachers can also get from one place to another in a lot of different ways. But it's not so easy sometimes when working with adults to apply what we've learned about learning, because we Advisors are also adults and we have expectations of ourselves, which we tend to transfer onto the teachers we're helping. Often we've had a fair amount of success doing what we're trying to help another teacher do. We tend to apply our standards for ourselves to others. I've seen growth in myself and other Advisors who have come with a number of years of classroom experience. Over the years we have learned to look for and respect teachers' expectations of themselves.

Many teachers used to come to the Workshop Center years ago for a specific workshop. None of them quite knew what they were getting into. But they made a big commitment by coming here, a long subway ride sometimes, spending a couple of hours in the afternoon after working with kids all day. They had seen something

on the Workshop Center calendar; they would come for that two-hour workshop, whatever it was, and then get up and leave. That still goes on, but over the years teachers have used this place and this staff in an expanded number of ways. One way that has grown a great deal is the casual and informal use of this supportive environment. Teachers will come now with their own agenda of what they want. They come to be in a place, a surrounding, and with other people, other teachers and Advisory staff who are supportive in some way. Teaching can be a very isolated profession, ironically so, because often we're surrounded by other people all day: children and adults. But rarely do you get a collegial kind of support.

One of the things that I've realized over the years, speaking very realistically and honestly, is that Advisors really don't know that much more about curriculum or child development than experienced teachers do. But one of the things that we do bring to the situation is a bigger picture; we've seen a lot of different situations and strategies, and we bring a feeling of support. In fact, the support we may give in information or supplies, or in places or things, or in how to use a piece of equipment or how this piece of equipment fits in with child development, may in fact be very little over the years. But it's the idea that we are here at the Workshop Center or we are there in the schools, that a teacher knows that he or she can go to a place to get friendly support. That feeling lets teachers go on by themselves in ways that they might not dare if they didn't realize that here, if they need us, there is some kind of back-up system.

JAMES NEUJAHR, *CITY COLLEGE SCHOOL OF EDUCATION*

The connection that the Workshop Center has carved out with City College wasn't a given. Although the rooms were here at the college and Lillian was on the faculty, the relationship with the college had to be developed over time. I'm on the faculty in the Department of Elementary Education, where many of us had not involved ourselves greatly with what was going on here. Lillian in her way would draw us closer and closer to the Center. What happened, in fact, was faculty growth toward the use of this place. As that was occurring a lot of new opportunities arose.

At present this Center has an integral relationship to what we do in the School of Education. Many of our classes meet here on a regular basis. It has a relationship in terms of regular courses being offered through the Workshop Center, so that people can come and take a sequence of workshops and put them together in such a way that they become a course. The relationship to the

College goes quite a bit further. We have very extensive in-depth experiences that become part of a regular College program. These experiences take place during the Workshop Center's summer institutes--three weeks when people come and almost live in this place. Last summer we were here during that terrible heat wave with temperatures of 95 and 100 degrees here in the city. Commitments were at such a level that we even fired up the kiln on 100 degree days because work was here to be done. We would arrive at 8:30 in the morning and work straight through until 4 in the afternoon, and then try to push people out the door. Lunch hours didn't exist except as a time for leaving off some work and eating and talking all the while about where that work was going. This very intensive kind of work has, over the years, become a basic part of one of our graduate programs, which is "The Child and the Individualized Instruction Program."

We are working on extending the relationship still further by training leadership for new teachers' centers. We're beginning a post-Masters program for people who are specifically interested in becoming advisors in Open Classroom settings and people who are interested in taking on leadership positions in teachers' centers. So what we'll be doing is joining with the Administration and Supervision Program at the college and having a combined program in which the field experiences that are developed will be based here in the Workshop Center and, we hope, in other places too. We hope the outcome will be a proliferation of the kinds of training that have been going on through the Advisory Service to Open Corridors for the past ten years and here at the Workshop Center for the past seven.

KATHLEEN DEVANEY, *DIRECTOR, TEACHERS' CENTERS EXCHANGE*

The work we have done at the Teachers' Centers Exchange, which is based at the Far West Laboratory in San Francisco, was at the instigation of the National Institute of Education, the part of the Institute referred to as the Problem Solving Group, now headed by Gary Sykes. The Problem Solving Group was looking for good ideas and expert practitioners in local schools whose experience could be documented, abstracted, generalized, and perhaps transmitted to other locations in other parts of the country. The National Institute of Education, in collaboration with the Ford Foundation and the Rockefeller Brothers Fund which had provided seed money for a number of teachers centers, wanted to find some way to hold together the body of practitioners who were spread in different parts of the United States; and so our project was born, to see whether in fact these people in various parts of the country wanted to continue to be in communication and whether, therefore, it would be useful to have an information center.

When we began visiting Teacher Centers in 1974, we found Centers in almost all parts of the country, and not only people who had been struck by the English experience they had heard or read about but people who had developed their own institutions in their own locations, as a way to help teachers develop the curriculum that they felt children needed. What seemed to be common was not that all of these people called themselves Open Educators or Informal Educators but that they saw the role of the teacher in a different way, and beyond that, a role that had to be supported in a different way from the conventional inservice practice in American education. The sense of teachers as continuing and developing learners is very much akin to what we see in the Open Corridor--the sense of children as developing learners. We found in the Teacher Centers around this country a comparable search on the part of the Advisors, who are the teachers of teachers, for those growing points of learning in the individual teacher that could be built upon.

We also found what is so important in Lillian Weber's work--community. Amidst the isolation that is so unfortunately typical of the teacher's job, there is a need to support growth by breaking down that adversarial mode that Lillian spoke of in relationships between teacher and principal or teacher and children or teacher and parents. Teacher Centers have become communities, as the history of the Workshop Center makes clear.

What I have found to be common elements among Teacher Centers around the country are first, warmth, growing out of the sense of a place where a teacher can come out of the cold into the companionship and community of people who would be supportive, not only the warmth of the Advisors and the staff at the Center but the warmth of each other and the sharing among peers. A second element is concreteness. A place where one could work, where the work as Jim Neujahr has said, was so intense that it continued even under uncomfortable circumstances, and where the work was concretely related to the work that the teacher was doing at his or her own school. Time, that is to say, a relationship over time, is a third element. Because of the community, and because of their conviction about the concreteness of the community, teachers would continue to come and would build a relationship with the community over a period of time. There could then be a progression and development both in the use of the Center and in the use of the staff. The idea of a teacher as a continuing learner, becoming more sophisticated in understanding of subject matter and in techniques of working with students, is the basis of the fourth element: thought, the intellectual substance of offerings and experiences within the Teacher Center.

All four elements are, of course, dependent one upon the other. But I consider that time is the essential ingredient for Teacher

Centers' fulfilling the expectation that has now been placed upon them by a new program in the Office of Education. The federal program, which was signed into law in 1976 and for which Congress appropriated $825,000,000 in 1977, will support many new Centers beginning in the fall. This program has emerged not only because of the interest around the country in grass roots centers like the Workshop Center for Open Education, but also because of the determination of the teachers associations and unions to gain teacher control over inservice education. The federal program, therefore, has a requirement that these Centers be governed by policy boards in which the majority of the board members are classroom teachers. Thus there is the potential for a great new age in inservice education, depending upon what sort of experience policy board members have had with their own growth and their own inservice development, and, of course, upon whether or not financing continues and the kind of leadership Centers are able to find. It is a promising new program, which we will continue to be connected with, and so be in touch with the new Centers as they develop. We will continue to articulate to them--as we have for the last three or four years to those people who have expressed interest in the Teacher Center concept--our notion of what we think is essential: the provision of warmth, concreteness, time, and thought as the criteria of a professional learning experience for teachers. This is not, as I guess you've probably all experienced in your own lives, a widespread view of the learning process in education either for teachers or for children. We hear frequently now a good deal of rhetoric about the delivery of skills to children. I think that there will be Centers which conceive themselves as places where they can deliver packages of skills to teachers who, in turn, will deliver packages of skills to children. Those of us who have experienced different ways of working with children and teachers will find ourselves challenged to express very clearly, simply, and convincingly our conviction that that is not the way young children--or big adults--learn, that, in effect, learning, or knowledge, is not a commodity that can be delivered by teachers working like teamsters.

I'd like to give you an indication of the network of Teacher Centers which we, even though way out on the other coast, sit at the center of by virtue of our long distance telephone and our ability to travel. There are a number of people here from other Centers, and they illustrate the geographical points as well as the historical strands. There is Ed Yeomans, the dean of Teacher Centers in the United States, from the Greater Boston Teachers Center, who is one of the people who brought the experience to this country from England and began providing it in a summer workshop in Boston and in other parts of the country. Dr. Yeomans represents a Center that grew up and had its lifespan and now has closed, but before it closed, had created other Centers in the Boston area. There is Chuck Delaney from Kansas City, Missouri, who is a grade 4-5-6 Open Classroom teacher. He is going to be directing the

Learning Exchange in Kansas City next fall, after having been involved in it for four or five years. There is Casey Murrow from Wilmington, Vermont, a teacher and one of the founders of the Mountain Towns Teacher Center in Wilmington, Vermont, which serves a number of rural school districts. Joan Nicholson is from Fairfield and Fairfield University. Elsa Weber is on the board of the Education Resource Center, which is a parent and teacher Center, independent from the School District, but serving the public schools on the Northside of Chicago. Celia Houghton, from the Greenwich Center which is now closed, is now at Goddard College and working with people in that neighborhood. Corky Levin is the director of the Center at New Haven, another independent Center serving public school teachers. Vito Perrone, the Dean of the Center for Teaching and Learning, which is the name of the School of Education at the University of North Dakota, oversees five Teacher Centers. These are being served by Ann Hazlewood, a former Advisor from the Workshop Center. And then, of course, Stan, with his little baby Center in the Garden State. Maja Apelman and Jean Jacobson from the Mountain View Center for Environmental Education at the University of Colorado in Boulder; representatives of the Philadelphia Advisory Center and the Hyde Park Center, the Learning Center in New York City's District 3 and others. This is a network that is a national community of Teacher Centers, just as the Workshop is a local community of teachers.

THIS IS THE PLACE

What Lillian Weber has been about for a very long time is to take the brave people who are willing to try something different and help them create the support system they need. Teachers or teachers-in-training or principals who felt terrified about trying something in the classroom, or about surviving, have had a place to go to. They have had the Workshop Center.

Ruth Messinger
New York City Council

The first 10 years: a salute

SID MORISON, *PRINCIPAL, P.S. 84*

This tenth year anniversary of the Open Corridor Program is also an anniversary for us at P.S. 84. It was here in 1968--with the help of Lillian Weber--that the first Corridor Program in District 3 was begun. As math coordinator at that time, I was working with many of the teachers in the district. I recall that most of the schools were run in a very authoritarian manner; teachers were pretty much told what and how to teach, and children didn't have much freedom of choice either. Fortunately, I was able to link up with many teachers and parents and some principals of the district who wanted to work in more humane, informal, and productive ways in support of children. I was fortunate also to meet with Professor Weber, who was called in here at the time to act as consultant for what turned out to be the first Corridor community. It was through my relationship with Dr. Weber that my own understanding of Open Education was deepened, and so when I became principal in 1969, I was able to help the school develop certain administrative supports for the basic principles of the program.

Teachers, for example, are asked to state their preferences for positions. We ask them in addition to state with whom they would like to work so that they could develop a more compatible community. We changed the role of the cluster teacher: instead of a specialty, like an art teacher to provide preparation time for up to 20 different classes, a cluster teacher might work with only four classes perhaps five times a week so that deeper rapport could develop among those teachers who are thus encouraged to work and plan together. Autonomy is encouraged among the staff as for example when monies for materials are distributed, teachers pretty much order their own materials. Teachers set standards of behavior within their Corridor communities. Perhaps most important: in the spring when we organize the school for the following year and place children, teachers are directly in-

volved. As a matter of fact, they are the most important element in the placement of children.

Over the years we've seen our Corridor communities multiply, and we've seen some changes--both good and bad. There was a year when we could afford teachers (whom we called Corridor teachers) who had no other responsibility but to develop programs of enrichment within the Corridor, drawing children from many of the classes. More recently, due to cuts in the budget, we lost those teachers, among many others. I've heard it stated more than once: "Here goes our Open Corridor Program!" But, in fact, this was not the case. Last year, for example, relationships that had developed over the years were sustained and in many instances strengthened because of the commitment of teachers, parents, children. The Open Corridor is not shrinking, but growing.

JOAN CARNEY, *PARENTS ASSOCIATION, P.S. 75*

We thank you, Mrs. Weber, for this day of celebration of ourselves: all the builders of learning communities. The book I turn over to you as a memory of this 10th year celebration is illuminated, literally and figuratively, by the children of Open Corridor classes. With it, is a scroll, signed by classes of teachers and children, as an indication of the numbers of lives affected by your work in the schools.

We are grateful beyond words for your making the school a better place and consequently, ensuring a better life for all our children.

LOOKING AHEAD

I think one of the happiest times, one for which I should be most grateful, was the day that Lillian Weber walked into the office, and we were smart enough to offer her a position. She has been with us, and you know the result. She's brought fame--if not fortune too, through all the grants that she's received--to City College. And knowing Lillian Weber I know that this observance of the tenth anniversary is not a time for looking back but for looking ahead.

Doyle M. Bortner
Dean, City College
School of Education

CHARLES E. SILBERMAN, *AUTHOR*, CRISIS IN THE CLASSROOM

When I was working on my book about American schools, Arlene and I had the great good fortune to meet Lillian Weber. Lillian had just finished writing her own book on the English schools, THE ENGLISH INFANT SCHOOL AND INFORMAL EDUCATION. She generously lent us the manuscript, and once we read it, our work took a new direction. We went off to England to see for ourselves, we returned to New York to see the Open Corridor Lillian had started in a Harlem school, and we came to realize that we were dealing with an American "original." Here was someone who was able to translate her wisdom about children and their learning into the kind of practical action that had all the potential for transforming those "joyless" schools I had been studying.

Today it is hard to think of a single figure in American education who has done so much over the past ten years to bring about genuine change in our public schools. Lillian Weber's vision and her faith that these schools can become places of quality education for all our children not only are keeping the Open Corridor Program going, they are firing the energy and imagination of good teachers everywhere.

VITO PERRONE, *UNIVERSITY OF NORTH DAKOTA*

There is no one I know who brings more celebration to a variety of activities than Lillian Weber. In that sense she represents our historian, our good friend who assures a celebration's taking place periodically, to reconnect people with each other, and thus stimulate our own lives a good deal more.

Lillian Weber is also a leader of teachers in a most profound way. She it is who has declared as a major theme of our work the teacher as an intelligent person, as a competent person, as a decision maker, as a curriculum maker, as a knowledge producer. She has helped us do what no college course anywhere can do for a teacher, and that is to step back and look at our practice in some systematic way. She has given us the example of a teacher who analyzes and reflects and communicates with confidence to colleagues and community the needs, aims and practice of our profession. Her reaffirmation of the teacher is an inspiration to all of us all over the country and indeed, the world, who seek to change schools.

DEAR LILLIAN,

An Open Letter written by MARTHA A. NORRIS and read aloud by her to the more than 500 parents, teachers and children at the dinner they prepared in honor of the founder of the Open Corridor Program, Friday evening, April 28, 1978.

I am truly honored to have the opportunity to pay tribute to you this evening. You--next to my parents--have been the most influential person in my life. The learnings I have acquired from you have served me well and will continue to serve me well in the time to come.

To share a secret with you: in 1969 and 1970, I was called "shadow" by the secretaries in an Open Corridor school, because wherever you were, I was following close behind. I think it is important that others should know what I absorbed when I was your "shadow."

I learned that when one is attempting changes in education, one must always think of children first. Every action must be guided by what is good for children.

You taught me that nothing is impossible. This was your stance in meeting every obstacle. In those early days, there were untold obstacles when you were making what you called "little cracks" in schools so that they could become more humane for children. When we sat at meetings with officials from the Fire or Buildings departments who were miffed because you were advocating activities and displays of children's work in the corridors, you helped these officials see that schools should be attractive, that extra space could be utilized and children would still be safe. Their concerns vanished when you outlined for them the possibilities--and the value--of altering the physical environment, as you would say, "slightly."

I also learned that no situation is all bad and that I should never take a global look at what is happening in a school, a classroom, or with a child. Your approach was always to "look for the piece that is good" in the school or classroom or the child--and to share appreciation for that good or that strength with the adult (principal or teacher) or with the child. You helped me understand the importance for teaching that lies in information one acquires from observing and interacting with children.

In the nine years of my association with you, you have been

furious with me once--and that was in the corridor at P.S. 75. You and I had just walked out of a second grade classroom where all the children were busily involved--except for one little girl whose only activity had been to turn over containers of paint. I whispered to you what her father had told me, "She is brain-damaged." You turned on me, livid with anger, and said, "You are labeling that child. When you as the advisor label a child, you encourage the teacher to teach to that label. Teachers must be encouraged to teach the child--and not the label."

I could go on and on recounting what I've learned from you, but let me try to sum up why I feel you have been--and will remain--a dynamic influence in the lives of all the people who were part of the Advisory Service through the years.

You have passed on to us intolerance for categorizing children as "slow" or "gifted"; intolerance for forcing children to engage in mindless activities; and intolerance for giving up on the possibility to teach any child. You have often said, "A teacher must be like a mother in one respect: like the mother she assumes that the child is intelligent, she expects that he will learn."

You have helped us to continually view ourselves as learners since you operate from the premise that if we are to help others learn we, in turn, must be actively involved in learning too. You have exposed us to numerous theoreticians in the literature as well as in person who are contributing to contemporary ideas about how children learn: Frank Smith, Vera John, Courtney Cazden, Gilbert Voyat, Eleanor Duckworth, to name a few. You have urged us to read and discuss the work of scholars who have done serious thinking about education. You have demanded that we become true professionals.

By affecting our lives positively and profoundly, you have enabled a multitude of children to receive the supreme benefit: a better chance to succeed.

To you, Lillian, we are grateful.

Martha A. Norris was the first advisor member of the City College Advisory Service to Open Corridors. She is now Educational Director of Children's Art Carnival in Harlem.

Appendix

OPEN CORRIDOR SCHOOLS, PAST & PRESENT

(List of schools where open classrooms are connected directly with the work at City College. Schools where open classrooms have developed on their own are not listed here.)

District 2

P.S. 3, 3 Annex, 26, 40, 41, 42, 158, 190

This district funds the position of Open Education Coordinator.

District 3

P.S. 9, 75, 84, 87, 144, 145, 163, 166, 179, 191, I.S. 44, J.H.S. 118

This district has over a period of years funded Open Education Advisors.

District 4

P.S. 50, 83, 101, Central Park East Alternative School (P.S. 171)

This district funds the position of Open Education/Science Coordinator.

District 5

P.S. 123, 197

District 13

P.S. 3, 11 (Brooklyn)

This district has funded an Open Educator Advisor.

District 31

P.S. 12

FUNDING SOURCES

(In chronological order)

City College

Vinmont Foundation

New York State Urban Education Fund

Ford Foundation

Alida Rockefeller Fund

Title III, ESEA

Central Board of Education, New York City:
Chancellor's Fund (Dr. Harvey Scribner)
Learning Cooperative

Noyes Foundation

Whitney Fund

National Institute of Education:
Group for Building School Self-Support for Sustaining Change

Far West Laboratory for Educational Research & Development

Board of Education, New York City:
Districts 2, 3, 4, 5 (Funding for Advisors connected with City College Advisory Service)

National Endowment for the Arts

National Endowment for the Humanities

Bilingual Teacher Corps (Funding Workshop Center as resource)

PEOPLE SERVED, 1968-1978

by Open Corridor Program

Teachers: 200
Paraprofessionals: 75-100
Children: 3400-5000

by Workshop Center for Open Education, from 1972

Average of 5,000 participants and visitors annually
City College Students: 1,400 annually

by Summer Institute in Open Education, from 1971

320 selected participants

by Dissemination Program of Open Corridors, Workshop Center and Summer Institute

Monthly calendars: 2,000 circulation
Quarterly journal: 1,000 subscribers
Videotapes: 35-50
Tape Recordings: Approximately 45 a year
Curriculum Documents: 80

THEMES AND ISSUES

Summary of Advertised Workshops, September 1976-April 1978

Activities at the Workshop Center are scheduled in three segments: Monday through Thursday 9 A.M. - 4 P.M. sessions by arrangement (City College classes, community groups, visitors, independent work); calendar advertised sessions 4-6 P.M. and occasional Saturdays, 10 A.M. - 1 P.M. Fridays--staff development sessions.

1. Problems: "What's On Your Mind" - 20 sessions
   Teachers' Role; Open Classroom Organization; Social Climate of the Classroom; Sources of Curriculum

2. Science - 20 sessions
   Making Simple Machines; All About Light; Care and Feeding of Animals in the Classroom; Science from Toys; Experiences with a Flight Project; A Natural Materials Curriculum: Earth, Land, Water.

3. Parent-Child Workshops - 14 Saturday sessions
   Folk and Square Dancing; Clay; Woodworking; Snow and Ice Projects; Terrariums and Spring Growth.

4. Movement and Drama - 15 sessions
   Body Awareness; Creative Dramatics; Exploring Space Through Movement.

5. Reading and Language - 20 sessions
   Beginning Reading; Children's Literature: Mime and Drama for All Ages; The Art of Reading Aloud; Fairy Tales and Myths; Reading and Language in Monolingual and Bilingual Classrooms.

6. Music - 14 sessions
   Patterns with Sound; Street Games and Improvisations.

7. Art - 35 sessions
   Work with Clay; Photography Without a Darkroom; Macrame Projects; Printing; Natural Dyes, Rubbings, Prints; Making Furniture.

8. Early Childhood - 6 sessions
   Curriculum responsive to the developmental needs for children ages 3-6.

9. Intermediate and Junior High School - 17 sessions
   Specific curriculum areas and strategies for implementation: Math Tiles; Algebra; City Architecture; Clustering and Team Organization; Sharing in Curriculum Development.

10. Social Studies (Cultural Background) - 20 sessions
    "A Harlem Childhood"; Bilingual Cultural Studies; Living in East Harlem; Schools in Israel; Activities for the Chinese New Year; Caribbean Literature; Remembering Martin Luther King.

11. Mathematics - 34 sessions
    Symmetry and Balance; African Math Games - Elementary and Junior High; Manipulative Math Materials; Geometry for Lower Grades/Middle Grades; Introduction to Metrics.

12. Day Care and Special Needs - 11 sessions
    Materials, curriculum, adaptations of language development programs.

Experienced Teacher Discussion Meetings: Sample Agendas

October 1976	MAINTAINING CHANGES IN THE CLASSROOM Weber
October 1976	CONVENT WEEKEND Carini: "Interage Grouping" Readings: Scheler, THE NATURE OF SYMPATHY: Joyce, PORTRAIT OF THE ARTIST AS A YOUNG MAN
November 1976	E.T.S. ON READING COMPREHENSION Chittenden and Bussis
November 1976	Schachtel, METAMORPHOSIS: "Perceptions as Creative Experience" McLean and Alberty
November 1976	THE CHILD AS ARTIST (Film)
January 1977	MURPHY: VULNERABILITY, COPING AND GROWTH Price and Benjamin
January 1977	E.T.S. ON READING COMPREHENSION, text from Piaget Chittenden and Bussis
March 1977	VERA JOHN: OBSERVATIONAL LEARNING

April 1977	RESEARCH ON CHILDREN'S PLAY Weybright
May 1977	REPORTS ON VULNERABLE BUT RESILIENT CHILDREN Seymour and Soyer
JUNE 1977	REPORT ON OBSERVATIONS Alberty

Special Paraprofessional Workshops

January 1977	LANGUAGE EXPERIENCES leading to reading activities, poetry, and writing
February 1977	LANGUAGE EXPERIENCES leading to reading activities, poetry, and writing
March 1977	LANGUAGE EXPERIENCES leading to reading activities, poetry, and writing
April 1977	CULTURAL CONTEXT: crafts, arts, poetry, drama; Language Experiences
May 1977	CULTURAL CONTEXT: crafts, arts, poetry, drama; Language Experiences
October 1977	SCIENCE, FALL ENVIRONMENTS; mapping, printing, natural dyes, creative dramatics, calligraphy; Learning Experiences
November 1977	SCIENCE, FALL ENVIRONMENTS; mapping, printing, natural dyes, creative dramatics, calligraphy; Learning Experiences
December 1977	SCIENCE, WINTER INQUIRY; Snow and Ice, Light, Metric Measurement, Thermal Study, Poetry, and Drama; Language Experience
January 1978	SCIENCE, WINTER INQUIRY; Snow and Ice, Light, Metric Measurement, Thermal Study, Poetry, and Drama; Language Experience
February 1978	CALLIGRAPHY; SCIENCE, Colored Solutions, Metrics; Language Experience
March 1978	SPRING PLANTING, CLAY, BOOKBINDING, SCIENCE, Anatomy (dissecting a chicken); Language Experience

Parent Breakfast Meetings

September 1976	HOW DO WE RELATE TO PRESENT SITUATION SUPPORTIVELY AND FLEXIBLY?
November 1976	CHILDREN AS IS
December 1976	PROBLEMS OF PLAYGROUND; PROBLEMS OF LUNCH-ROOM
January 1977	MARTIN LUTHER KING
February 1977	WASHINGTON REPORT
March 1977	PARENTS HELP WITH READING PROCESS
April 1977	REPORT ON PROGRESS OF PLAYGROUND PLAY
May 1977	REPORT ON LUNCHROOM WORK SCHOOL QUALITY OF LIFE - RESOURCE ROOMS

60

A REPRESENTATIVE STAFF, 1974-1975

Advisory Circle members working on regular Board of Education lines:

Bonnie Brownstein - Science and Open Education Advisor, District 4
Elsie Cooper - Open Education Coordinator - District 13K
Geneva Dunbar - Reading Coordinator, District 5
Jack Isaacs - Principal, JHS 118
Elsa Lurie - Principal, P.S. 171M
Deborah Meier - Director, Central Park East School, District 4
Eunice Morrison - Reading Coordinator, District 13
Norma Nurse - Early Childhood Coordinator, District 3
Lia Ramos - Bilingual Coordinator, District 20
Sylvia Rosenthal - Advisor, transitional classes, Central Board
Tina Thomas - Principal, P.S. 12R
Agnes Violenus - Assistant Principal, P.S. 87M

Advisory Circle members working with other groups:

Sister Annette - Archdiocese of New York
Celia Houghton - Greenwich Teachers' Center
Judith Pasamanick - Bank St. College of Education
Arthur Tobier - Editor, URBAN REVIEW

Advisors funded by Title III

David Bole - Workshop Center and curricular workshops in schools
Stanley Chu - Workshop Center and curricular workshops in schools
Evangeline Richardson - Workshop Center and P.S. 163
Nancy Schaffer - Workshop Center and P.S. 75
Marian Brooks - Workshop Center (1 day weekly) and P.S. 163

Advisors funded by N.I.E.

Ann Hazlewood - P.S. 75, 145
Martha Norris - P.S. 75, 84 (1 day weekly)
Theodora Polito - P.S. 84, 144 (4 days weekly)

Advisors funded by District 3 (Title I)

Howard Berger - P.S. 84, 163, 166
Elli Dumont - P.S. 166, 191
Claritha Osborne - P.S. 84, 87, 144

Advisors funded by District 2

Blossom Gelernter - Open Education Coordinator
Marta Vega - P.S. 40, 42

Advisors funded by Ford Foundation

Georgia Delano - (transitional coordinator and documentor, ½ time)
Alicia Montalvo - P.S. 84, 75 and 87

Advisors funded part-time by Alida Rockefeller Fund

Wilma Heckler - full-time intern studying supervision, funded 1 day weekly, P.S. 75, 84
Francine Motola - P.S. 145 (½ time)

Advisors now on City College faculty and assigned to supervision of Open Corridor classrooms or the Workshop Center on a regular basis

Catherine Molony - Supervisor of student teachers in reading. P.S. 166
Martha Norris - Supervisor of student teachers, P.S. 75, 84
Etta Proshansky - Open Education Advisor with TTT
Lillian Weber - Workshop Center

Other City College faculty assigned to the Workshop Center on a regular basis

Jean Mandelbaum, Loren Weybright, total 2 2/3 faculty time released to Workshop Center

Experienced teachers released 1973-74 funded by the Chancellor's Fund for Advisory training and in 1974-75 by regular school positions as part-time advisors, part-time teachers

Virginia Cramer - P.S. 75
Tanya Kaufman - P.S. 166
Esther Rosenfeld - P.S. 75

Howard Budin was released for training 1973 and now has a full-time teaching position, District 4 Central Park East School.

Advisor-in-training from Cary Fellowship Program, Bank Street College

Felice Shapiro - P.S. 87 (part-time)

Support Staff

Joanne Schwartz - Coordinator, funded by Title III
Ruth Dropkin - Editor, funded by Title III
Betty Gee - Secretary, funded by Title III
Barbara Owens - Editorial Assistant, funded by Title III
Victoria Reed - Documentor, funded by Rockefeller Brothers Fund
Henny Wong - Accountant, funded by Title III
Renee Woods - Assistant to Mrs. Weber, funded by City College

INDEX TO NOTES, 1972-1977

Vols. 1-4

ACCOUNTABILITY
Weber, Lillian. *Letter from the director.* Dec 72
Weber, Lillian; Houghton, Celia. *On accountability.* Dec 72

BILINGUAL CLASSROOMS
Erickson, Frederick. *The politics of speaking.* Winter 74
John, Vera. *Aspects of a bilingual classroom.* Mar 73
Schaffer, Nancy. *An advisor's notes.* Jun 73

CLASSROOM ORGANIZATION
Higbea, Judy. *The b.b.* Winter 74
Hull, Bill. *Holding experience.* Winter 74
Morison, Sid. *A principal's view.* Dec 73
Proshansky, Etta; Wolfe, Maxine. *Shaping classroom space.* Fall 74

CURRICULUM
Bole, David. *Photography without a darkroom.* Dec 72
Brooks, Marian. *Movement as language.* Dec 73
Chernoff, Marsha. *A social studies exploration.* Summer 75
Exploring childhood. EDC. Winter 75 (Review)
Houghton, Celia. *Math games.* Mar 73
Leacock, Eleanor. *Learning: African style.* Fall 74
McKee, Lance. *A discussion on race.* Summer 75
Pederson, Clara A. *Uninvited learnings.* Spring 75
Rasmussen, Lore. *On teaching math.* Oct 73
_____. *Reform in teaching math.* Spring 75
Scott, Jean S. *Genealogy for children.* Summer 75
Tinbergen, Niko. *The importance of being playful.* Spring 75
Violenus, Agnes A. *Games is a verb.* Mar 73
Wallenstein, Barry. *Teaching poetry to children.* Spring 75
Will it grow in a classroom? Beatrice, Ronald Gross. Winter 74 (Review)
Yellow pages of learning resources. Richard Saul Wurman. Oct 72 (Review)

EVALUATION
Barker, Kenneth. *An English view of evaluation.* Mar 72
Weber, Lillian. *Letter from the director.* Mar 72

GROUPING
The backward child and his mother. Maud Mannoni. Mar 73 (Review)
Culture and thought. Michael Cole; Sylvia Scribner. Winter 75 (Review)

Excerpts from the literature. Summer 74
Harman, Susan. *ALL children are special.* Winter 75
Jung, C.G. *The gifted child.* Summer 74
Rosenfeld, Gerry. *Social patterns in a class.* Summer 75
Tobier, Arthur. *Special needs, public decisions.* Summer 74
Weber, Lillian. *Education for all the children.* Summer 74

LANGUAGE DEVELOPMENT

Anchel, Rena. *A workshop log.* Winter 74
Bullock Report. *A language for life.* Summer 75
Keller, Helen. *The mystery revealed...* Winter 74
Language in early childhood education. Courtney Cazden. Mar 73 (Review)
Ohringer, Elli. *The game of language.* Mar 72
Pasamanick, Judith. *Language happenings.* Jun 72
Rosen, Harold. *A language policy.* Summer 75
_____. *Importance of language.* Winter 74
Tizard, Barbara; Tizard, Jack. *The quality of talk.* Winter 74
Weber, Lillian. *Letter from the director.* Mar 73

OPEN CORRIDOR PROGRAM

Cramer, Virginia S. *Children and curriculum.* Oct 73
Cooper, J.; Delano, G.; Hazlewood, A.; Nurse, N.; Ohringer, E. *Dialogue: the art of support.* Jun 72
Korman, Bette. *Media in the corridor.* Mar 73
Norris, Martha A. *The advisor's role.* Fall 75
_____; Schaffer, N.; Dunbar, G. *Notes on the continuum of change.* Oct 72
Violenus, Agnes A. *Open corridor concepts: some thoughts for supervisors.* Jun 72

OPEN EDUCATION

Delano, Georgia. *A national network.* Spring 75
Dorn, Miriam; Weber, Lillian. *Summer Institute as a prototype.* Oct 72
Egan, Margaret. *How much new is there under the sun?* Winter 75
Informal schools in Britain today. Jun 72 (Review)
The life and mind of John Dewey. George Dykhuizen. Winter 74 (Review)
The logic of action. Frances Pockman Hawkins. Mar 73 (Review)
Open education: a sourcebook for parents and teachers. Ewald B. Nyquist; Gene R. Hawes, eds. Oct 72 (Review)
Perrone, Vito. *An overview of the literature.* Spring 75
_____. *Perspectives.* Spring 75
Theresa, theater, terrariums. State Education

Department. Oct 72 (Review)
Weber, Lillian. *Summer Institute 3.* Oct 73
PARENT PARTICIPATION
Chu, Stanley. *Reunion: parent and child.* Winter 75
Hazlewood, Ann. *Parent-teacher conferences.* Dec 72
Lurie, Elsa. *Listening to parents.* Dec 72
Nilson, Nancy. *Parents in the corridor.* Dec 73
Patton, Michael. *Parent interviews.* Dec 72
Parents speak out. Dec 73 (Interview)
The third side of the desk: how parents can change the schools. Hannah S. Hess. Jun 73 (Review)
Weber, Lillian. *Letter from the director.* Dec 73
READING
Adams, Ruth. *When do children begin reading?* Jun 72
Goodman, Kenneth S.; Buck, Catherine. *Dialects and reading.* Summer 75
The monster books. Ellen Blance, Ann Cook. Winter 74 (Review)
Polito, Theodora. *A reading investigation.* Fall 75
Reading, how to. Herbert Kohl. Oct 73 (Review)
Smith, Frank. *Learning to read.* Mar 73
Tolstoy, Leo. *A process insignificant and long known.* Mar 73
RECORDKEEPING
Arndorfer, Janet. *A teacher's log.* Dec 72
Brownstein, Bonnie. *Recordkeeping.* Dec 72
Pupil progress: recordkeeping. State Education Department. Oct 72 (Review)
SCHOOL AND COMMUNITY
The bus stops here. Anna Holden. Winter 74 (Review)
Children are the revolution. Marvin Leiner; Robert Ubell. Fall 74 (Review)
Miller, Henry. *A Dewey ideal.* Summer 74
The Urban Review. Jan, Apr 74 issues. Winter 74 (Review)
Collective education in the Kibbutz. A.I. Rabin; Bertha Hazan. Winter 74 (Review)
Women and child care in China. Ruth Sidel. Fall 74 (Review)
TEACHER CENTERS
Bortner, Doyle M. *A new commitment.* Jun 73
Delano, Georgia. *A coordinator's notes.* Jun 73
Evans, Claryce Lee. *Some questions about values.* Jun 73
Exploring teachers' centers. Kathleen Devaney; Lorraine Thorn. Fall 75 (Review)
Gee, Betty. *...and children, too!* Fall 75

Rasmussen, Lore. *New alliances for the primary schools.* Jun 73
Silberman, Charles. *Change and teacher centers.* Jun 73
Supporting the learning teacher: a sourcebook for teacher centers. Marilyn Hapgood, ed. Fall 75 (Review)
Teachers centres. Robert Thornbury, ed. Fall 75 (Review)
Weber, Lillian. *Letter from the director.* Fall 75, Oct 73, Jun 73, Oct 72

TEACHER EDUCATION

Bussis, Anne; Chittenden, Edward A. *Reflection in teaching.* Spring 74
Clapp, Elsie Riley. *The education of teachers.* Spring 74
Dewey, John. *On cooperation.* Spring 74
Gardner, D.E.M. *Experiences for student teachers.* Spring 74
Maxwell, Anne. *The quest is for questions, not answers.* Fall 74
Weber, Lillian. *D.E.M. Gardner 1901-1972.* Jun 72

TEACHER ROLE

"The having of wonderful ideas." Eleanor Duckworth. Oct 72 (Review)
Johnson, Jean. *Discipline and morality.* Spring 75
Letter to a teacher. Schoolboys of Barbiana. Dec 72 (Review)
Letter to his father. Franz Kafka. Dec 72 (Review)
Lopate, Phillip. *'Learning by doing.'* Fall 75
Lowy, Ruth. *Art as the central experience.* Spring 74 (Interview)
Peller, Lili E. *A checklist for teachers.* Winter 75
Rosenfeld, Esther. *A teacher changes.* Fall 74
Soyer, Jane. *Mirroring the positive.* Spring 74 (Interview)
Yesterday I found... Dorothy, John Paull. Mar 73

TESTING

Allen, Virginia F. *What do reading tests test?* Summer 75
Clegg, Alec. *Battery fed and factory tested.* Fall 75
Meier, Deborah. *What's wrong with reading tests?* Mar 72
NAESP/NDEG. *Resolution on testing.* Winter 75
Open Corridor Teachers; Verchik, George. *More on reading tests.* Oct 72

Vol. 5, 1976

BILINGUAL PROGRAMS

John-Steiner, Vera; Osterreicher, Helgi. *Learning: Pueblo style.* Spring

CURRICULUM

Berger, Howard. *Creating a resource room.* Fall

Beyond surface curriculum: An interview study of teachers' understandings. Anne M. Bussis and others. (Review) Fall

Cat's-Cradle 1. The Teachers' Center at Greenwich. (Review) Spring

Leeb-Lundberg, Kristina. *Math: 'baby research'.* Spring

Melser, John. *A case for the arts.* Summer

"Reflections: The Uses of Enchantment." Bruno Bettelheim. (Review) Spring

Rosen, Connie. *From talking to writing.* Fall

Zaslavsky, Claudia. *Math: rote vs. experience.* Fall

EVALUATION

Gerhard, Borghild. *Good news from abroad* (Norway). Fall

How do we know they're learning? Evaluation in the informal classrooms. Pat Hopson King. (Review) Fall

Strauss, Helen; Harrison, Jo-Ann. *Good news from abroad* (Israel). Summer

GROUPING

Binder, Gene. *Open and special.* Spring

OPEN EDUCATION

Bowers, Barbara. *From Okinawa.* Fall

Clarke-Pearson, Kathleen. *From North Carolina.* Fall

Informal Education Series. Clara A. Pederson, ed. (Review) Spring

Tamburrini, Joan. *Values in open education.* Spring

Weber, Lillian. *An American response.* Winter

_____. *Dealing with the crisis.* Fall

READING

Adams, Ruth R.; Cramer, Virginia. *Reading plans.* Winter

Graham, Judith. *Enjoying reading.* Winter

McKenzie, Moira. *Reading as communication.* Winter

SCHOOL AND COMMUNITY

Foster, Carolynn. *From Louisville Kentucky.* Fall

Haskins, Kenneth. *School as community.* Summer

Schaffer, Nancy K. *Story of a mural.* Spring
Schooling in capitalist America. Samuel Bowles; Herbert Gintis. (Review) Winter
SCHOOL ORGANIZATION
Evans, Claryce Lee. *Making changes.* Summer
McKenzie, Moira; Kernig, Wendla. *The English head.* Summer
Meier, Deborah. *Story of a mini-school.* Winter
Renshon, Nancy. *Open and traditional.* Summer
Weber, Lillian. *An American view.* Summer
_____. *Letter from the director.* Summer
TEACHER CENTERS
Cavanaugh, Laura. *The center and I.* Spring
TEACHER'S ROLE
Lickona, Thomas. *Fostering moral development.* Summer
Trinz, Marcia. *A teacher's implementation.* Spring

Vol. 6, 1977

BILINGUALISM
Aleixandre, Vicente. *'A beautiful dialogue.'* Winter
Hall, Beverly. *Bilingual and bicultural schools.* Spring
Lurie, Elsa. *Bilingual parents.* Winter
CURRICULUM
Children's Arithmetic: The Learning Process. Herbert Ginsburg. (Review) Fall
Cook, Ann. *Not by bread alone.* Winter
Houts, Paul L. *Access and curriculum.* Summer
Hughes, Tom. *Good news from abroad: the potato museum* (Belgium). Spring
Krasner, Miriam. *Children at work.* Fall
Leeb-Lundberg, Kristina. *Zero.* Summer
Schaffer, Nancy A. *Murals for schools.* Spring
Shields, M. M. *Nursery school language.* Summer
Smith, Stuart P. *What about those "basics?"* Summer
Thomsen, Paul. *Good news from abroad: Science in Denmark.* Fall
Wynn, Wilhelmina R. *A degree of openness.* Fall
OPEN CORRIDOR PROGRAM
Lewis, Mary Jane. *Managing the resource room.* Winter
Nilson, Nancy. *The open corridor committee.* Winter
Tobier, Arthur. *Humanizing the coldness of public places.* Fall

OPEN EDUCATION

Carini, Patricia F. *Catherine Molony, 1920-1977.* Summer

The Catherine Molony Memorial Fund. Winter

Experienced teachers emerge, NIE Report. Fall

Good News on Grape Street: The Transformation of a Ghetto School. Carrie Ayers Haynes. (Review) Spring

Heckler, Wilma. *A new junior high program.* Summer

PARENT PARTICIPATION

Advisors with parents, Ford Foundation Reports. Winter

Carney, Joan; Schwartz, Nan. *Parent-interview project.* Winter

Cerniglia, Carmen. *Artist-in-the-schools/Needy parents.* Winter

Involved and informed, Ford Foundation Reports. Winter

Parent breakfast meetings, NIE Reports. Winter

Parent facilitators, NIE Reports. Winter

Parent resources, E Reports. Winter

A typical calendar, NIE Reports. Winter

Weber, Lillian. *Issues in parent participation.* Winter

READING

Cook, Ann. *Reading tests versus reading.* Summer

United Press. *But why wait?* Fall

SCHOOL AND COMMUNITY

Zigler, Edward. *The Supreme Court and the paddle.* Fall

SCHOOL ORGANIZATION

Dorio, Carmen. *Humanizing the school lunchroom.* Winter

SPECIAL EDUCATION

Weber, Lillian. *The Center and teachers of the ' .ndicapped.* Spring

TEACHER CENTERS

Delano, Georgia. *A teacher center assembly.* Spring

TEACHER EDUCATION

Perrone, Vito. *'Students of teaching.'* Spring

Rogow, Jennifer. *Why I want to be a teacher.* Fall

TEACHER ROLE

Black Teacher. Beryl Gilroy (Review) Spring

Finn, Angie. *Doing something positive.* Spring

Gilroy, Beryl. *A teacher's work.* Spring

Peacock, Colin. *The precarious balance.* Spring

Center publications

BRONSON ALCOTT AND HENRY DAVID THOREAU, 19th-CENTURY PIONEERS IN OPEN EDUCATION
Georgia Delano, 20 pp. A monograph documenting the advanced ideas about schools and children held by two famous Americans. $1.50

THE TEACHER AS LEARNER
Ruth Dropkin (Ed.), 58 pp. Highlights of work at WCOE Summer Institutes. Illustrated. $3.50

ROOTS OF OPEN EDUCATION IN AMERICA
Ruth Dropkin, Arthur Tobier (Eds.), 201 pp. Reminiscences and reflections on the ways Americans have educated themselves, in and out of schools. Bibliography. Illustrated. $5.00

TEACHERS WITH CHILDREN: CURRICULUM IN OPEN CLASSROOMS, Ruth Dropkin (Ed.), 68 pp. Ten examples of work in reading, math, social studies and science for grades 1-6. Illustrated. $3.50

THE OPEN EDUCATION ADVISOR
Beth Alberty, Ruth Dropkin (Eds.), 92 pp. Description of training, role and function of advisors to the Open Corridor program. $3.50

RECOLLECTIONS OF A ONE-ROOM SCHOOL-HOUSE, AN INTERVIEW WITH MARIAN BROOKS, 20 pp. The sponsor of the first Open Corridor program talks about her first days as a teacher in rural New England, fifty years ago. $0.75

I LIKE THE WAY I AM RIGHT NOW
Jose Luis Pizarro, 40 pp. A fifth-grade student writes about his feelings for his class, his teacher, his family and his future. Illustrated. $0.50

THE WORKSHOP CENTER SAMPLER
Ruth Dropkin (Ed.), 86 pp. Selections from work by WCOE staff and participants, covering all aspects of open education. Illustrated. $2.00

TEACHING BILINGUAL CHILDREN Arthur Tobier (Ed.), 54 pp. Anthology dealing with key issues and practical problems in bilingual education.	$2.00
SCIENCE IN THE OPEN CLASSROOM Ruth Dropkin (Ed.), 50 pp. Essays on teaching science in the elementary school, samples of work, lists of resources. Illustrated.	$1.50
EVALUATION RECONSIDERED Arthur Tobier (Ed.), 78 pp. Essays on evaluating change and changing evaluation.	$2.00
EXPLORATIONS OF VISUAL PHENOMENA Eleanor Dimoff, 18 pp. Curriculum for young children, integrating math, art, science. Illustrated.	$0.75
READING FAILURE AND THE TESTS Deborah Meier, 38 pp. A major indictment of current reading tests: their content, aims, impact.	$0.75
FIRST-YEAR EVALUATIVE STUDY OF THE WORKSHOP CENTER, Educational Testing Service, 92 pp. An account of the Center's operations, clientele, staffing.	$1.00
NOTES FROM WORKSHOP CENTER FOR OPEN EDUCATION, Quarterly Journal. One year subscription Fall-Summer.	$5.00
THE OPEN CORRIDOR PROGRAM, Handbook for Parents, 12 pp. Ten questions and answers about Open Corridor re-organization. Illustrated. Also available in Spanish as EL PROGRAMA DEL CORREDOR ABIERTO.	$0.50
MONTHLY CALENDARS	FREE
Also Available: THE ENGLISH INFANT SCHOOL AND INFORMAL EDUCATION, Lillian Weber. 276 pp. *The* book on open education.	$6.95
STANDARDIZED READING TESTS: DO THEY HELP OR HURT YOUR CHILD? Ann Cook, Deborah Meier.	$0.50

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